DOCUMENT RESUME

ED 122 883 JC 760 269

TITLE Statewide Master Plan for Community Colleges in Maryland, Fiscal Years 1977-1986.
INSTITUTION Maryland State Board for Community Colleges, Annapolis.
PUB DATE May 76
NOTE 224p.

EDRS PRICE MF-$0.83 HC-$11.37 Plus Postage
DESCRIPTORS Administrative Organization; College Role; Community Colleges; *Educational Finance; *Educational Objectives; Enrollment Projections; Enrollment Trends; Governance; *Junior Colleges; *Master Plans; Physical Facilities; Program Costs; Program Evaluation; *Statewide Planning
IDENTIFIERS *Maryland

ABSTRACT

This document is an update of the 1975-85 Master Plan, focusing on the long and short-range goals and objectives of the State Board for Community Colleges and the 17 institutions which comprise Maryland's community college system. First, the legal and administrative structures of the system are described, and six goals are identified, including: (1) development and better coordination of the system; (2) provision of equal access to community colleges for all Maryland citizens; (3) provision of high quality comprehensive transfer and continuing education programs and services; (4) offering a comprehensive selection of career programs, courses, and student support services; (5) analysis of current and potential services to local communities; (6) increasing the efficiency of operations without impairing the quality of services. The plan goes on to project systemwide enrollment figures for the next decade which reflect a continuation of the open admissions policy. In turn, the enrollment projections provide a basis for community college program, budget, and facilities requirements over the 1977-86 decade. Finally, major policy directions and actions are reviewed, individual implementation profiles for the 17 colleges are presented, and evaluation plans are suggested. Charts, graphs, and tables supplement the text. (NHM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED122883

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

STATEWIDE MASTER PLAN
FOR
COMMUNITY COLLEGES
IN
MARYLAND
FISCAL YEARS 1977-1986

Presented to

HIS EXCELLENCY, THE GOVERNOR
COMPTROLLER OF THE TREASURY
STATE TREASURER
THE DEPARTMENT OF BUDGET AND FISCAL PLANNING
THE DEPARTMENT OF STATE PLANNING
THE GENERAL ASSEMBLY
THE MARYLAND COUNCIL FOR HIGHER EDUCATION
THE COMMUNITY COLLEGE BOARDS OF TRUSTEES
of the
State of Maryland

Annapolis, Maryland

May 1976

JC 760 269

Maryland State Board for Community Colleges

State Treasury Building
Annapolis, Maryland 21404
301—267-5597

May 1, 1976

TO: The Honorable Marvin Mandel, Governor of Maryland
The Honorable Louis L. Goldstein, Comptroller of the Treasury
The Honorable William S. James, State Treasurer
The Honorable L. Kenneth Barnes, Secretary,
Department of Budget and Fiscal Planning
The Honorable Vladimir Wahbe, Secretary
Department of State Planning
The Honorable Steny H. Hoyer, President of the Senate
The Honorable John Hanson Briscoe, Speaker of the House
The Maryland General Assembly
Dr. Sheldon H. Knorr, Executive Director
Maryland Council for Higher Education
The Community College Boards of Trustees

It is with great pleasure that the members of the State Board for Community Colleges present to you the *Statewide Master Plan for Community Colleges in Maryland Fiscal Years 1977-1986*. This document is an update of the Statewide Plan published in 1975 and incorporates the format required by the Executive Planning Process. The plan focuses on the long- and short-range goals and objectives of the State Board for Community Colleges and the seventeen institutions which comprise Maryland's community college system.

The Master Plan has been reviewed by the community college presidents and comments have been requested from the Maryland Council for Higher Education, the Division of Vocational-Technical Education of the State Department of Education, and the State Advisory Council on Vocational Education. However, the contents of this Master Plan are, as they must be, the sole responsibility of the State Board for Community Colleges.

Sincerely yours,

Clifford K Beck

Clifford K. Beck, Chairman

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Dr. Clifford K. Beck
Chairman

Dr. Samuel P. Massie, Jr.
Vice Chairman

Mrs. Howard G. Crist, Jr.

Mr. James P. Dickel

Mr. Charles Mindel

Mr. Francis H. Morris

Mr. William Sartorius

Dr. James A. Sensenbaugh

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES STAFF

Dr. Brent M. Johnson
Executive Director

Dr. Stephen D. Millman
Assistant Executive Director

Mr. Robert J. Brill
Business Affairs

Mr. Robert L. DuBose
Facilities Planning

Dr. Emory Harrison, Jr.
Facilities Planning

Ms. R. M. Malcolm
Student Affairs & Services

Mr. James D. Tschechtelin
Research & Management Information

MARYLAND COMMUNITY COLLEGES

Allegany Community College
Cumberland
W. Ardell Haines, President

Anne Arundel Community College
Arnold
Robert P. Ludlum, President

Community College of Baltimore
Baltimore City
Harry Bard, President

Catonsville Community College
Baltimore County
B. A. Barringer, President

Cecil Community College
North East
William J. O'Connor, President

Charles County Community College
LaPlata
J. N. Carsey, President

Chesapeake College
Wye Mills
Robert C. Schleiger, President

Dundalk Community College
Baltimore County
John E. Ravekes, President

Essex Community College
Baltimore County
Vernon Wanty, President

Frederick Community College
Frederick
Lewis W. Stephens, President

Garrett Community College
McHenry
Alfred C. O'Connell, President

Hagerstown Junior College
Hagerstown
Atlee C. Kepler, President

Harford Community College
Bel Air
Kenneth W. Oosting, President

Howard Community College
Columbia
Alfred J. Smith, Jr., President

Montgomery Community College
Rockville, Takoma Park, Germantown
William C. Strasser, President

Prince George's Community College
Largo
Robert I. Bickford, President

Wor-Wic Tech Community College
Salisbury
Arnold H. Maner, President

CONTENTS

I. EXECUTIVE SUMMARY 1

INTRODUCTION. 1

The Open Admissions Policy As A Basis for Planning. 1

Legal Mandate of the Community College Segment of Higher Education 1

The State Board for Community Colleges Organizational Structure and Functions 2

GOALS 3

CONDITIONS, TRENDS, AND PROJECTIONS 4

Enrollment Projections. 4

Current and Projected Programs. 4

Financing Current Operations Fiscal Years 1977-1986. 4

Physical Facilities Requirements Fiscal Years 1977-1985. . . 5

Projected Costs of Facilities Fiscal Years 1977-1985 5

Political Subdivisions Without A Community College. 5

OBJECTIVES, IMPLEMENTATION STRATEGIES, AND PROGRESS 6

MAJOR POLICY DIRECTIONS AND ACTIONS 6

Major Revisions or Additions To *Operational Policies and Bylaws* Manual During the Past Fiscal Year 6

Regional Program Designation. 7

Funding of Community College Current Operating Costs. 7

Task Force To Study Current Operating Expenses Deficits . . . 8

Funding Community College Capital Projects. 8

IMPLEMENTATION FISCAL YEARS 1977-1986 COLLEGE PROFILES. . . . 8

PLANS FOR EVALUATION. 8

II. INTRODUCTION 11

Coordination of Public Statewide Higher Education. 12

Legal Mandate of the Community College Segment 13

Mission of the State Board for Community Colleges. 16

Local Control of Community Colleges. 16

Description of the State Board for Community Colleges. 17

Staff Functions. 17

State Board for Community Colleges 19

The Open Admissions Policy As A Basis for Planning 22

III. GOALS 23

Community College Development and System Coordination 23

Equality of Educational Opportunity 24

Transfer and Continuing Education 25

Career Development. 25

Community Development 26

Efficiency. 26

IV. CONDITIONS, TRENDS, AND PROJECTIONS. 29

ENROLLMENT 29

Trends in Community College Enrollment, National and State 1960-1975 29

Maryland Community College Enrollment Projections 1976-1986. 30

Population Served by Maryland Community Colleges 32

PROGRAMS OF INSTRUCTION. 32

Instructional Program Definition 33

Continuing Education, Community and Public Service Activities 34

Developmental Studies. 34

Current and Projected Programs 34

Manpower Studies 36

FINANCING CURRENT OPERATIONS 36

Current Funding Formula. 36

Projected Net Operating Costs. 37

Funding Sources. 42

PHYSICAL FACILITIES. 43

Inventory of Existing Facilities 43

Projected Facilities Requirements for Fiscal Years 1977 Through 1986 43

Projected Campuses 46

Political Subdivisions Without A Community College 46

Alternatives To Establishing Permanent Facilities. 48

State Capital Funding Formula. 48

Past and Projected Costs of State Participation in Capital Construction. 48

Construction Priorities. 50

V. OBJECTIVES, IMPLEMENTATION STRATEGIES, AND PROGRESS 55

Goal 1 - To Coordinate and Assist in the Development of A High Quality Community College System 55

Goal 2 - To Provide Equal Access to Community Colleges for All Maryland Citizens. 56

Goal 3 - To Provide High Quality, Comprehensive Transfer and Continuing Education Program and Services. 60

Goal 4 - To Offer A Comprehensive Selection of Career Programs, Courses, and Student Support Services to Aid the Personal and Manpower Needs of the State and Its Communities. 62

Goal 5 - To Analyze Current and Potential Services to Local Communities and Recommend Those Most Promising for Systemwide Development 64

Goal 6 - To Increase the Efficiency of Community College Operations Without Impairing the Quality of Services . 65

VI. MAJOR POLICY DIRECTIONS AND ACTIONS. 71

Major Revisions or Additions to *Operational Policies and Bylaws* Manual During the Past Fiscal Year. 71

Regional Program Designation 73

Funding of Community College Current Operating Costs 73

Task Force to Study Current Operating Expenses Deficits. . . . 74

Funding Community College Capital Projects 74

VII. IMPLEMENTATION FISCAL YEARS 1977-1986: COLLEGE PROFILES . . 77

Allegany Community College. 78

Anne Arundel Community College. 80

Community College of Baltimore. 83

Catonsville Community College 87

Cecil Community College 90

Charles County Community College. 93

Chesapeake College. 95

Dundalk Community College 97

Essex Community College 99

Frederick Community College 102

Garrett Community College 105

Hagerstown Junior College 107

Harford Community College 110

Howard Community College. 113

Montgomery Community College. 115

Prince George's Community College 120

Wor-Wic Tech Community College. 123

VIII. STATUS OF PROPOSALS SUBMITTED. 125

IX. PLANS FOR EVALUATION 127

APPENDICES:

A. THE *ANNOTATED CODE OF MARYLAND*, ARTICLE 77A, SECTIONS 1-10
HIGHER EDUCATION: COMMUNITY COLLEGES 133

B. MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
OPERATIONAL POLICIES AND BYLAWS 153

C. RATIONALE, AUTHORITY, TIMETABLE, AND DEFINITIONS
FOR STUDENT ENROLLMENT PROJECTIONS FOR FACILITIES
PLANNING IN MARYLAND COMMUNITY COLLEGES 161

D. MARYLAND COMMUNITY COLLEGES
SELECTED STATISTICAL DATA FISCAL YEAR 1976 165

E. *SPACE ALLOCATION GUIDELINES FOR THE ADMINISTRATION AND
DEVELOPMENT OF CONSTRUCTION PROJECTS FOR THE PUBLIC
JUNIOR OR COMMUNITY COLLEGES IN THE STATE OF MARYLAND* 191

F. *GENERAL PUBLIC JUNIOR OR COMMUNITY COLLEGE OR REGIONAL
COMMUNITY COLLEGE CONSTRUCTION PROCEDURES IN THE
STATE OF MARYLAND* 203

G. HIGHLIGHTS OF STATEWIDE STUDENT FOLLOW-UP STUDY
FIRST-TIME STUDENTS FALL 1971. 211

H. DESIGNATION OF REGIONAL AND STATEWIDE PROGRAMS
FOR MARYLAND COMMUNITY COLLEGES 217

I. REPORT OF THE COMMITTEE TO STUDY FUNDING
OF OPERATING COSTS IN COMMUNITY COLLEGES. 221

CHARTS:

1 - MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART 14

2 - MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
ORGANIZATIONAL CHART. 20

GRAPH:

1 - ENROLLMENT PROJECTIONS FALL 1976-1985. 31

TABLES:

1 - PROJECTED STATE AID, ADMINISTRATIVE OPERATING BUDGET AND OPTIONAL RETIREMENT PROGRAM EXPENDITURES FISCAL YEARS 1977-1982 21

2 - PROJECTED STATE AID FOR COMMUNITY COLLEGES, COUNTY, AND STUDENT CONTRIBUTIONS FISCAL YEARS 1977-1982. 21

3 - OPENING FALL ENROLLMENT 1960-1975 30

4 - CLASSIFICATION OF PROJECTED COMMUNITY COLLEGE INSTRUCTIONAL PROGRAMS FALL 1977 - FALL 1981. 35

5 - ACTUAL AND ESTIMATED FULL-TIME EQUIVALENT STUDENTS, NET CURRENT OPERATING EXPENSES, AND COST PER FULL-TIME EQUIVALENT STUDENT FISCAL YEARS 1974 THROUGH 1986 38

6 - ACTUAL AND ESTIMATED COST PER FULL-TIME EQUIVALENT STUDENT FISCAL YEARS 1973 THROUGH 1986. 40

7 - ESTIMATED NET CURRENT OPERATING EXPENSES BY FUNCTION FISCAL YEARS 1976 THROUGH 1986 41

8 - ESTIMATED NET CURRENT OPERATING EXPENSES BY OBJECT FISCAL YEARS 1976 THROUGH 1986 41

9 - DISTRIBUTION OF PROJECTED REVENUES BY SOURCE NOT LIMITED TO STATUTORY MAXIMUM FISCAL YEARS 1976 THROUGH 1986 42

10 - INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY TYPE OF ROOM 1971-1975 44

11 - INVENTORY OF PRESENT AND PROJECTED NET ASSIGNABLE SQUARE FEET AS OF JANUARY 31, 1976. 45

12 - PAST AND PROJECTED STATE CAPITAL CONSTRUCTION EXPENDITURES . . 49

13 - PROJECTED BOND REQUIREMENTS FISCAL YEARS 1977-1986. 50

14 - COMMUNITY COLLEGE CAPITAL PROJECTS ELIGIBLE FOR STATE ASSISTANCE UNDER BOARD OF PUBLIC WORKS APPROVED GUIDELINES . . 51

MAP:

1 - MARYLAND COMMUNITY COLLEGES 47

I. EXECUTIVE SUMMARY

The Executive Summary highlights Chapters II through IX of this Plan. The legal structure and operational activities of the State Board for Community Colleges are described briefly. The agency's budgetary requirements for the next six years are summarized. The relationship of the State Board and the individual institutions is noted. Systemwide enrollment projections are presented which reflect a continuation of the open admissions policy. In turn, the enrollment projections provide a basis for community college program, budget, and facilities requirements over the next decade.

The Executive Summary includes a listing of the six major community college systemwide goals as well as mechanisms for determining progress towards these ends. New policy directions are identified which the State Board for Community Colleges believes to be necessary in order to implement its long-range goals.

INTRODUCTION

THE OPEN ADMISSIONS POLICY AS A BASIS FOR PLANNING

Maryland community colleges have functioned historically as open admissions colleges where access to postsecondary education is unencumbered by financial, social, academic, or geographic restraints. Within this context, Maryland community colleges have made great strides toward providing universal post-high school educational opportunities to the citizens of this State. Over the past three decades seventeen community colleges were established; enrollment increased dramatically; program offerings became more comprehensive; adult citizens were reached through continuing education, community and public service activities; the colleges maintained low tuition policies, progress was made in providing needed financial aid; and minority group enrollment increased substantially. Maryland community colleges indeed opened higher education to many students who otherwise would have been denied the opportunity.

This Plan, including all enrollment, program, and facilities projections, systemwide goals and objectives, as well as major policy directions, is predicated upon a continuation of the open admissions philosophy. If the open admissions policy is modified, this entire planning document must be reviewed in light of the implications of such change.

LEGAL MANDATE OF THE COMMUNITY COLLEGE SEGMENT OF HIGHER EDUCATION

Legislation is currently being considered in the Maryland General Assembly to change the structure of higher education. Since changes have not occurred at this writing, the following describes the situation in February 1976.

Article 77A, Sections 1-10 of the *Annotated Code of Maryland* provides for the operation of Maryland community colleges. The colleges are governed by local boards of trustees who are appointed by the Governor with the advice and consent of the Senate. In 1969, the Maryland General Assembly established a State Board for Community Colleges to serve as the State-level coordinating body for the community college segment of the tripartite structure of public higher education. Throughout the six years of its operation, the State Board for Community Colleges has consistently supported a framework which encourages institutional initiative by the colleges under governance of local boards of trustees, while recognizing the necessity for Statewide coordination of community colleges.

The State Board for Community Colleges is comprised of eight members appointed by the Governor for six-year terms with the advice and consent of the Senate. By statute one of the members is the State Superintendent of Schools. In 1973, the General Assembly also provided membership on the State Board for Community Colleges for a community college student nominated by the college presidents and appointed by the Governor with the advice and consent of the Senate. The student member serves a one-year term.

Local boards of trustees have the authority to establish new institutions subject to approval by the State Board for Community Colleges. Local boards also have the statutory authority and responsibility for general control and operation of their respective institutions, including records, rules, and regulations; personnel and employment policies; entrance requirements; establishment of tuition and fees; and approval of all degree and certificate programs. Local board authority is generally subject to minimum State standards.

Section 8(d) of Article 77A defines the coordinating functions of the State Board for Community Colleges. The State Board is authorized to establish general policies for the operation of the community college system. In addition, the State Board is responsible for coordination and articulation with other levels of education, including the public schools, the University, and the State colleges; to establish and maintain a system of information and accounting of community college activities; to review and advise upon all community college degree and certificate programs; and to administer the State's program of support for both operating and capital expenditures.

THE STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL STRUCTURE AND FUNCTIONS

The State Board for Community Colleges functions as a planning, coordinating, service, and leadership agency. These functions are carried out by a professional and support staff of twelve individuals under the direction of the State Board members. The professional staff of the State Board has been organized to provide services and direction in each of the functional activities appropriate to college operations, including programs, student services, budget, facilities, and institutional management/research. The seven member professional staff includes an Executive Director, an Assistant Executive Director who also serves as a Program Planner, a Staff Specialist for Student Affairs and Services, a Coordinator for Business Affairs, a Research and Management Information Specialist, and two Staff Specialists for Facilities Planning.

The State Board staff members coordinate activities with their administrative counterparts on the college campuses. In addition, a number of standing and ad hoc committees of State and campus level personnel have been established to work with the State Board staff.

The projected administrative cost of operating the State Board for Community Colleges for the period FY 1977-FY 1982, including federal funds for 1977-1982, is summarized below.

FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1986
$296,508	$430,182	$513,200	$599,520	$689,472	$733,419

GOALS

This chapter is devoted to a systematic analysis of how critical policy decisions facing community colleges can be addressed and resolved in a coordinated system of seventeen locally-governed institutions. As such, the reader should be consciously aware that this Plan must differ from one developed for an organization operating within the customary single decision-making structure which characterizes most other institutional systems and government agencies. This chapter clearly identifies major problem areas. Within each of these areas, a goal is established for planning and evaluation.

The six long-range goals for the community college system and the State Board for Community Colleges are:

- To coordinate and assist in the development of a high quality community college system;
- To provide equal access to community colleges for all Maryland citizens;
- To provide high quality comprehensive transfer and continuing education programs and services;
- To offer a comprehensive selection of career programs, courses, and student support services to aid the human and manpower needs of the State and its communities;
- To analyze current and potential services to local communities and recommend those most promising for systemwide development;
- To increase the efficiency of community college operations without impairing the quality of services.

CONDITIONS, TRENDS, AND PROJECTIONS

ENROLLMENT PROJECTIONS

Enrollment projections provide the basis for program, finance, and facilities planning. Over the past decade, Fall credit enrollment in Maryland community colleges increased from 15,607 to 76,240 students. This represents an average annual increase of 39 percent. Based upon State Board for Community Colleges projections, community college Fall enrollment will reach 104,205 by 1981 and 108,969 by 1985. Therefore, over the next decade community college enrollment in Maryland will increase by an average of 4 percent annually. (See Graph 1 on page 31.) The enrollment projections indicate that the greatest percentage of increases will occur in the period 1976 through 1981. By 1985, it is expected that the community college system will enroll more than 42 percent of the total student body in Maryland's institution of higher education.

CURRENT AND PROJECTED PROGRAMS

Maryland community colleges provide a wide range of offerings, including transfer and occupational programs, continuing education, community and public services. Transfer programs parallel the first two years of a traditional undergraduate sequence. Graduates are prepared to transfer to senior colleges with little loss of academic credit. Occupational programs are intended to prepare individuals for immediate employment at the artisan, technician, and management trainee levels. Opportunities in continuing education are available to employed adults interested in upgrading an existing talent or to acquire new skills required in the labor market. In addition to these course program offerings, the colleges provide extensive opportunities in community and public services, including lectures, concerts, seminars, and workshops of general interest to the public.

The primary focus of program development over the past five years has been in the occupational areas. Between 1970 and 1975, 163 of the 176 new degree and certificate programs introduced by the community colleges were in occupational fields. The community colleges are projecting 321 new programs over the next five years of which 93 percent are occupationally oriented. (Table 4 on page 35 summarizes the projected new programs by major occupational areas.) Previous experience suggests that only about 110 new programs will actually be implemented. This averages approximately one new program per college per year.

FINANCING CURRENT OPERATIONS FISCAL YEARS 1977-1986

Currently the State provides 50 percent of the net operating costs not to exceed $700 per full-time equivalent student. The local political subdivisions theoretically provide 28 percent of the costs and the students 22 percent.[1] In those instances where the total cost per full-time equivalent student exceeds $1,400, local subdivisions and the students are required to bear the additional costs. Table 6 on page 40 projects the net operating costs per full-time equivalent student for the fiscal years 1977 through 1986. Systemwide net expenses are projected to increase from $112,072,299 in 1977 to $268,320,150 in 1986. Table 9 on page 42 summarizes the distribution of revenues by source for the same period. The distribution is based upon the current formula while the State contributes 50 percent of operating costs and is not limited to the statutory maximum of $1,400 per full-time equivalent student.

PHYSICAL FACILITIES REQUIREMENTS FISCAL YEARS 1977-1985

The State and local political subdivisions have been funding community college facilities since 1961. Capital projects are funded generally on the basis of 50 percent local funds matched by the State. Sixteen colleges have been provided with permanent campus facilities. Table 11 on page 45 summarizes the existing net assignable square feet of educational space currently available at each campus. The table also includes projected space requirements for each institution through 1986 based upon enrollment projections and the amended guidelines for space allocations adopted by the Board of Public Works in 1974. The State Board for Community Colleges is projecting a systemwide increase of 56 percent in educational space by 1986.

PROJECTED COSTS OF FACILITIES FISCAL YEARS 1977-1985

The Maryland General Assembly has passed community college bond bills for constructing facilities totalling $111,000,000 during the period 1961-1975. Of this total, State bonds in the amount of $75,163,000 were sold by November 1, 1975. Table 12 on page 49 indicates that $88,425,793 of $111,000,000 were allocated by the Board of Public Works with $76,086,981 actually expended through January 31, 1976. The data in Table 12 further indicate that for FY 1977-1986 an additional $47,349,974 will be required in State aid to fund the projected facilities requirements. Since a portion of this amount is already available in previous bond bills, the projected net State bond requirements through 1986 is $27,722,973.

POLITICAL SUBDIVISIONS WITHOUT A COMMUNITY COLLEGE

In Fall 1976, 22 of the 24 political subdivisions in Maryland will be served by a community college. Nearly 99 percent of the total State population resides in these counties and Baltimore City. Map 1 on page 47 indicates that three geographic areas do not have their own community college--St. Mary's and Calvert Counties, Dorchester and Somerset Counties, and Carroll County.

---

[1] As a result of legislation passed by the General Assembly in 1973, the State provides up to $1,100 per full-time equivalent student for two small colleges.

For the first three years of operation, Wor-Wic Tech Community College, established in 1976 to serve the residents of Worcester and Wicomico Counties, will also serve the residents of Dorchester and Somerset Counties at in-county tuition rates. Carroll County will be served by a branch campus established for operation in Fall 1976 by Catonsville Community College. A study is currently underway to determine the postsecondary occupational program needs of Calvert and St. Mary's Counties. This study will be completed in the Summer of 1976.

OBJECTIVES, IMPLEMENTATION STRATEGIES, AND PROGRESS

Within this chapter, six major goal areas, as described in Chapter III, are presented. Objectives are established which will assist the State Board and the community colleges as they strive to reach their goals.

Implementation strategies are given through which individual objectives can be accomplished. In those cases where substantial progress has been made toward achievement of these objectives, detail of the progress is noted. Where possible, time frames which assist in the monitoring and evaluation of progress are established for each objective. Evaluation mechanisms, where applicable, for each objective are described in Chapter IX.

MAJOR POLICY DIRECTIONS AND ACTIONS

Major policy directions are reflected in changes to State Board policy and in proposals from several committees. In 1975, the State Board for Community Colleges approved changes to the *Operational Policies and Bylaws* manual for the Maryland community colleges. The operating policies are based upon the authority and responsibility vested in the State Board for Community Colleges under Article 77A, Sections 1-10 of the *Annotated Code of Maryland*. (See Appendix B.) The policies concern students, degree and certificate programs, finances, and facilities.

MAJOR REVISIONS OR ADDITIONS TO *OPERATIONAL POLICIES AND BYLAWS* MANUAL DURING THE PAST FISCAL YEAR

General Policies

Within the current State Board for Community Colleges Operational Policies, General Policy 1.3 states, "The community colleges shall submit data in accordance with the State Board for Community Colleges' data submission schedule and format."

Because of the burgeoning requests for data by the federal government, the Maryland Council for Higher Education, and other agencies, the State Board for Community Colleges believes that colleges should be assured that there is a sensitivity to these requirements and a corresponding sense of responsibility by the State Board in handling the requested data. Therefore, General Policies were amended to include several additions.

Finance

The policies governing State funding for continuing education courses were revised to more clearly define those educational courses which the State Board for Community Colleges would approve for State aid.

Additions to the State Board for Community Colleges' Finance policy clarified the State Board role in reviewing and approving college contracts.

Facilities

In 1975, the State Board for Community Colleges requested that the interpretation of "proposed capacity of the college in numbers of students" (as stated in each community college bond bill) be redefined to use full-time equivalent student enrollment projections rather than full-time day equivalent student enrollment projections. The Maryland Department of State Planning did not object to this new interpretation and the Maryland Council for Higher Education concurred. Therefore, the State Board approved a change in the facilities policy.

REGIONAL PROGRAM DESIGNATION

The *Statewide Master Plan for Community Colleges in Maryland 1975-1985* requested the enactment of legislation which would authorize the State Board to designate community college programs as regional. A review of Article 77A, Section 8(d)(6) appears to give the State Board authority to designate programs as regional but does not grant the authority to grant tuition reimbursement for out-of-county students who attend such designated programs.

In response, the State Board has approved criteria for regional program designation. It is hoped that this will produce the documentation for a defensible case for student tuition chargeback legislation. See Appendix H for the full text of the Regional Program Designation statement.

FUNDING OF COMMUNITY COLLEGE CURRENT OPERATING COSTS

The *Statewide Master Plan for Community Colleges in Maryland 1975-1985* called for the State Board for Community Colleges to review the current method of funding community colleges and submit its findings and recommendations to the Governor and the Legislative Council of the General Assembly on October 1, 1975. The recommendations of the report, which was approved by the State Board and resulted in legislation being introduced into the 1976 General Assembly, are given in Appendix I.

TASK FORCE TO STUDY CURRENT OPERATING EXPENSES DEFICITS

Unexpected enrollment increases over the past two years have created deficits in the State community college budget. A task force was formed, at the urging of the Governor, to deal with the problem. The report of this task force is currently under review and consideration by the Maryland Association of Community College Trustees, the Maryland Association of Counties, the Maryland Council of Community College Presidents, and the Maryland Council for Higher Education. The State Board for Community Colleges will take a formal position on the report of this task force upon receipt of all viewpoints and reactions.

FUNDING COMMUNITY COLLEGE CAPITAL PROJECTS

Currently community college capital projects are funded on the general basis of 50 percent local funding matched by the State. Funds from the State are provided within Board of Public Works guidelines and bonding limitations. This system of funding has been generally successful over the past fifteen years, during which time the General Assembly has approved $111,000,000 in community college construction bonds. The *Statewide Master Plan for Community Colleges in Maryland 1975-1985* called for the creation of a task force to study the current funding pattern for capital projects and to consider possible alternative methods of funding such projects. The appointment of this study committee has been postponed because the State Board did not request additional bond money for fiscal year 1976 and because of fewer local funding problems.

IMPLEMENTATION FISCAL YEARS 1977-1986

COLLEGE PROFILES

Chapter VII provides a brief overview of the present status and future growth of the individual colleges in the areas of enrollment, programs, facilities, and finance. Current program offerings are identified followed by a listing of proposed new programs to be introduced at each institution over the next five-year period. Ten-year enrollment projections have been prepared for each college. Existing campus facilities are identified and projections are made with respect to the additional space requirements on the respective campuses through 1986. Both capital and operating costs are projected over the next decade. These data for each campus will be updated annually.

PLANS FOR EVALUATION

Planning, coordination, service, and leadership are the four major functions of the State Board for Community Colleges. Within these roles, the State

Board has the responsibility for evaluating the effectiveness with which the community colleges and the State Board pursue the goals and objectives in this Plan. This evaluation responsibility is shared by the State Board with the community colleges.

The State Board for Community Colleges has staff assigned in the areas of instructional programs, finance, facilities, student services, research, and data processing. The staff coordinates evaluation of these areas with their counterparts on the individual campuses through Statewide groups. These groups have developed evaluation mechanisms within their areas of responsibility. These mechanisms provide indices and criteria for measuring the objectives which constitute the output of the community colleges and the State Board for Community Colleges.

Chapter IX describes the evaluation systems utilized by the State Board for Community Colleges in measuring progress toward selected objectives. Some objectives are not included because the evaluation is inherent in the objective. For example, Objective 1.1 speaks of submitting a report to the Governor and the General Assembly. This objective will be achieved when the report is submitted. Other objectives are not included because the evaluation process has not been developed. Future plans will contain such processes.

II. INTRODUCTION

The first *Statewide Master Plan for Community Colleges in Maryland 1973-1983*, published in October 1973, contained the following statement:

> If this Master Plan is to consider existing issues and others yet to emerge, it must be kept vital and changing. A Plan is a guide and not a contract. The directions to which it points are based on concepts and information which are reality today but which may well be altered tomorrow. The State Board for Community Colleges, therefore, will update the Master Plan annually.

While publication of this annual Master Plan update does not alter the philosophical commitment established by the State Board for Community Colleges in the *Statewide Master Plan for Community Colleges in Maryland 1973-1983*, it does reflect an everchanging, progressive educational system.

The general purpose of this Master Plan is to combine aims with previous experience to build a proposed course of action for Maryland community colleges. The Plan communicates the intentions of the State Board and provides a guide for coherent decision-making. The specific objectives of the Plan are:

- To satisfy the requirements of the Executive Planning Process;
- To identify systemwide goals and objectives and to develop an evaluation system to measure progress toward those ends;
- To project enrollments as the basis for program, budget, and facilities planning;
- To identify the projected programs for each community college during the period FY 1977-1982 and to establish program priorities for FY 1977-1978;
- To project annual operating costs at each community college for the period FY 1977-1986 upon which to base State aid payments;
- To identify the projected new facilities on an annual basis at each community college for the period FY 1977-1986;
- To determine the capital fund requirements necessary to implement the community college facilities projections for the period FY 1977-1986;
- To formulate policies which will assure the continued financial, social, academic, and geographic accessibility of Maryland community colleges within the limits of available resources;

- To identify geographic areas of the State not currently served by a community college and to make recommendations for providing service;
- To clarify the roles of the local college governing boards, the State Board for Community Colleges, and the Maryland Council for Higher Education;
- To recommend legislation necessary to implement new policy directions;
- To serve as a policy and statistical reference.

COORDINATION OF PUBLIC STATEWIDE HIGHER EDUCATION

Within the past decade the three segments of public higher education in Maryland--the University, the State colleges, and the community colleges--have come to be viewed as a tripartite system of higher education. In 1963 the General Assembly established the Maryland Advisory Council for Higher Education. The title was subsequently changed to the Maryland Council for Higher Education, indicative of the Council's emerging role as a systemwide coordinating body for both public and private higher education.

Legislation is currently being considered in the Maryland General Assembly to change the structure of higher education. Since changes have not occurred at this writing, the following describes the structure of higher education in February 1976.

The scope of the Council for Higher Education is reflected in the membership of its board as required by law. The thirteen members are drawn from the general public, each of the three segments of public higher education, private colleges, universities, and proprietary schools. The Council is concerned, primarily, with higher education issues which are intersegmental in nature. This assignment requires the Council to identify the higher educational needs of the State and to make recommendations to insure that unnecessary duplication of programs and facilities among the various segments of higher education does not exist. Its specific statutory responsibilities include the following:

- Prepare programs for the orderly growth and overall development of the State system of public higher education to meet trends in population and the changing social and technical requirements of the economy;
- Investigate and evaluate the needs throughout the State for undergraduate, graduate, and adult education for professional and technical training and for research facilities; and present plans and recommendations for the establishment and location of new facilities and programs or for major alterations in existing programs or facilities;
- Recommend all new degree programs at the doctoral, master's, baccalaureate, and associate levels in all public institutions;

- Study and make recommendations regarding the Statewide coordination of the activities of the appropriate agencies and institutions of higher learning, academically, administratively, and fiscally, with the objective of achieving the most effective and economical employment of existing education facilities and of fostering a climate of cooperation and unified endeavor in the field of public higher education;

- Set standards to be followed by the public institutions of higher education for the reciprocal acceptance of credits earned by students who transfer between said institutions;

- Secure, evaluate, compile, and tabulate data, statistics, and information on all matters pending before or of interest to the Council from agencies and institutions having custody of and responsibility therefor; and these several agencies and institutions shall respond to and comply with any reasonable request of the Council for such data, statistics, and information;

- Develop plans and programs for interstate and regional cooperation and reciprocal agreements in higher education;

- Study and make recommendations regarding the coordination of State and federal support of higher education;

- Make such other studies and reports concerning public higher education as the Governor or General Assembly may from time to time request.[1]

The Maryland Council for Higher Education has also been designated as the agency required by Section 1202 of the Education Amendments of 1972 (P.L. 92-318) and for implementation of Title X of that Act.

Chart 1 illustrates the coordinating function of the Maryland Council for Higher Education. While the chart is limited to public higher education, it should be noted that the Council's coordinating function also includes private institutions. Proprietary institutions are also represented on the Council in response to the Federal 1202 Commission requirements.

LEGAL MANDATE OF THE COMMUNITY COLLEGE SEGMENT

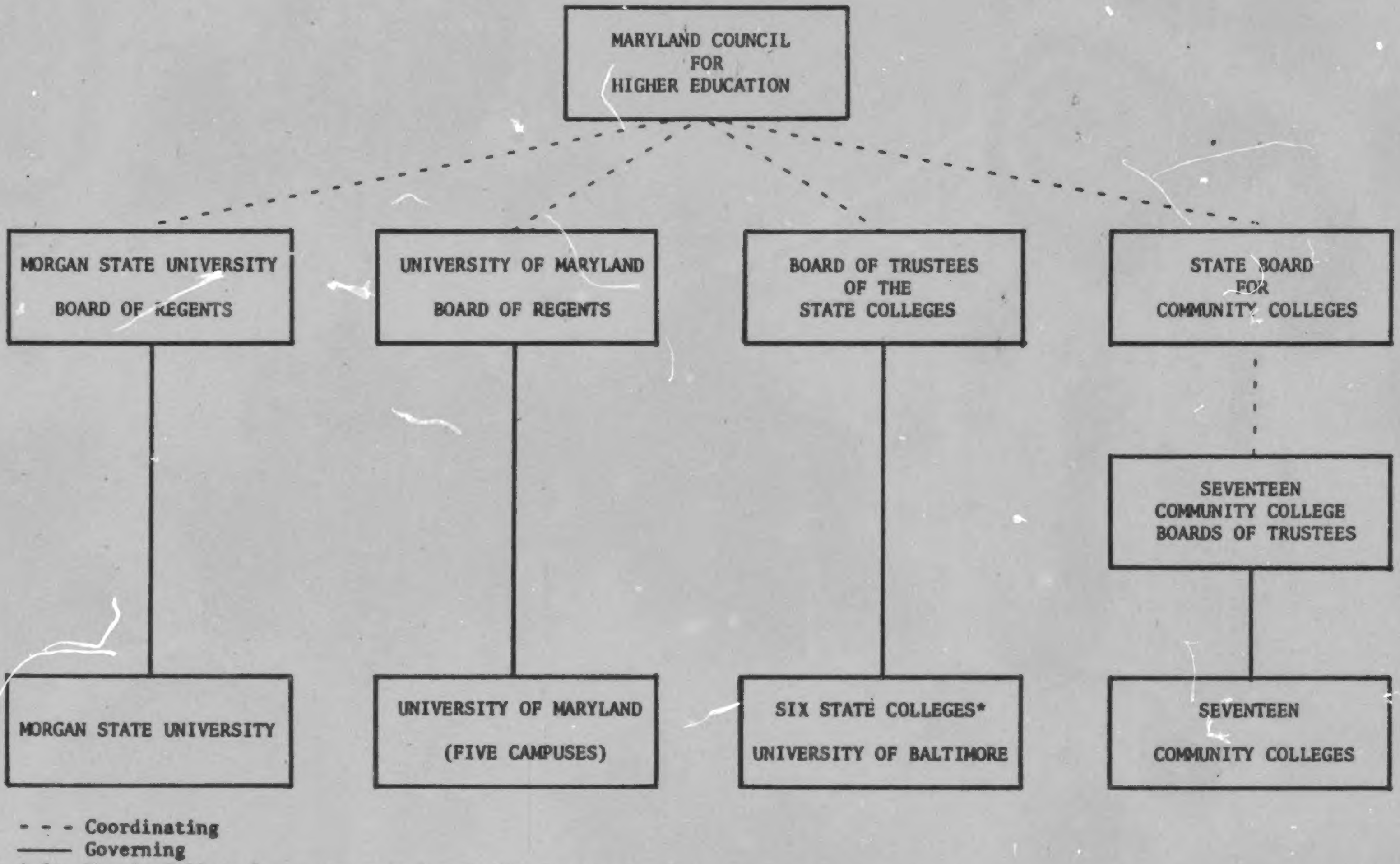
The State Board for Community Colleges, established by the General Assembly in 1969, was originally comprised of seven Maryland citizens, six of whom are appointed by the Governor with the advice and consent of the Senate, for staggered six-year terms of office. The State Superintendent of Schools is a permanent member of the Board by virtue of his office and provides coordination with the public school system and the Board of Trustees of the State Colleges

---

[1] The *Annotated Code of Maryland,* Article 77A, Section 30(a).

Chart 1

MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART


MARYLAND COUNCIL FOR HIGHER EDUCATION
MORGAN STATE UNIVERSITY BOARD OF REGENTS
UNIVERSITY OF MARYLAND BOARD OF REGENTS
BOARD OF TRUSTEES OF THE STATE COLLEGES
STATE BOARD FOR COMMUNITY COLLEGES
SEVENTEEN COMMUNITY COLLEGE BOARDS OF TRUSTEES
MORGAN STATE UNIVERSITY
UNIVERSITY OF MARYLAND (FIVE CAMPUSES)
SIX STATE COLLEGES* UNIVERSITY OF BALTIMORE
SEVENTEEN COMMUNITY COLLEGES
- - - Coordinating
—— Governing

* St. Mary's College has a separate board of trustees.

of which he is also a permanent member. In 1973, the General Assembly passed legislation to include a community college student as an eighth member for a one-year term of office to be nominated by the community college presidents and appointed by the Governor with the advice and consent of the Senate. Coordination with the Maryland Council for Higher Education is achieved by a member of the State Board for Community Colleges who also serves as a member of the Council.

Article 77A of the *Annotated Code of Maryland* (Appendix A) is the law which establishes and provides for the operation of the State's system of community colleges. In addition, Section 8(d) of this statute assigns the following powers, duties, and functions to the State Board for Community Colleges.

- To establish general policies for the operation of the State's community colleges;[1]
- To conduct studies on the problems of community college education;
- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;
- To review and advise upon all curriculum proposals for newly established community colleges and for proposed major additions to, or modifications of, programs in existing community colleges;
- To recommend, review, and advise upon proposals for the establishment of new community colleges;
- To coordinate relationships among the community colleges to assure the widest possible educational opportunities for the students of the State and the most efficient use of funds;
- To facilitate the transfer of students between the community colleges and the University of Maryland, the State colleges, and other institutions of higher education;
- To coordinate relationships between the community colleges and the State and local public school systems and the private high schools in order to facilitate cooperation with them in guidance and admission of students to the community colleges and arrange for the most advantageous use of facilities;
- To establish and maintain a system of information and accounting of community college activities;
- To provide grants-in-aid for the prompt and adequate planning of new colleges and new programs in existing colleges;

---

[1] See Appendix B, *Operational Policies and Bylaws*

- To administer the State's program of support for the community colleges;

- To assist and represent the community colleges in seeking and administering federal monies available to them;

- To assist the Maryland Advisory Council for Higher Education (sic) in its preparation of plans and recommendations for the establishment and location of new facilities and programs relating to the community colleges;

- To report annually to the General Assembly on the Board's activities and the activities of the community colleges.

MISSION OF THE STATE BOARD FOR COMMUNITY COLLEGES

The mission of the State Board for Community Colleges is to coordinate and assist the development of Maryland community colleges.

LOCAL CONTROL OF COMMUNITY COLLEGES

Commitment to the principle of local control of Maryland community colleges is historically strong. Prior to 1961, boards of education operated the community colleges on the general authority of local boards to conduct programs of adult or continuing education. In 1961, the General Assembly authorized the State Superintendent of Schools to formally approve the establishment of community colleges by local boards of education and to permit these boards to be constituted as boards of trustees of their respective community colleges. Legislation in 1965 authorized the establishment of regional community colleges controlled by a board of trustees drawn from boards of education sponsoring the college. In 1968 the General Assembly provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course of action, and at the present time sixteen of the community colleges are operating under separate boards of trustees. In 1969 authority to establish new community colleges was vested in the State Board for Community Colleges.

Within the framework of Article 77A of the *Annotated Code of Maryland*, local boards of trustees are governing bodies with the authority:

- To establish community colleges, subject to approval of the State Board for Community Colleges;

- To maintain and exercise general control over the community colleges, to keep separate records and minutes, and to adopt reasonable rules, bylaws, or regulations to effectuate and carry out this responsibility;

- To appoint a president of the community college and fix the salaries and tenure of the president, faculty, and other employees;

- To purchase, lease, condemn, or in any other manner acquire real and personal property deemed necessary by the board of trustees for the operation of the community college;
- To determine entrance requirements and approve curricula, subject to minimum standards fixed by the State Board for Community Colleges;
- To charge reasonable fees to students with a view to making college education available at low cost to all qualified persons;
- To establish the college operating and capital budgets subject to approval of the local political subdivisions.

DESCRIPTION OF THE STATE BOARD FOR COMMUNITY COLLEGES

No major changes involving the State Board's legal mandate, responsibilites, or organization have occurred since publication of the last Plan. In a broad context, the role of the State Board for Community Colleges includes planning, coordination, service, and leadership for both the community colleges and the State of Maryland.

The planning function of the Board includes such activities as the development of a Statewide community college master plan and reviewing and recommending new community college programs and facilities.

The coordination function involves working with numerous community college State-level organizations and State agencies, such as the Board of Public Works, the Maryland Council for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the State Board is assuming a more active role in coordinating program articulation with both the public schools and the State colleges and universities.

The service function implies a response to daily needs--the supplying of statistical data, facilities planning, program development, and the sponsoring of workshops assisting community colleges to solve problems as they occur.

Leadership is exercised by the State Board in all three of the broad functions described. Beyond this, leadership is provided by identifying needs throughout the State which community colleges can meet, pointing out directions for further development, making recommendations to the General Assembly and other appropriate agencies, and bringing nationwide experience to focus on State problems. As the responsible agency for coordinating the orderly growth and development of the Maryland community colleges, the Board recognizes that coordination is most effectively accomplished through leadership rather than through an extension of existing mandatory controls. The Board meets monthly throughout the year.

STAFF FUNCTIONS

The State Board for Community Colleges is served by a professional staff of seven, including an Executive Director, Assistant Executive Director and

Academic Program Planner, a Staff Specialist for Student Affairs and Services, a Coordinator for Business Affairs, two Staff Specialists for Facilities Planning, and a Research and Management Information Specialist. The professional staff is supported by four secretaries and one fiscal clerk.

The Executive Director is appointed by the State Board for Community Colleges and is responsible to that body for the activities and performance of the staff. The Executive Director recommends policies and actions to the State Board; serves as liaison between the State Board, the individual colleges, and other educational agencies; and works directly with the Executive and Legislative branches of government on matters relating to community college education. The Executive Director also represents the State Board on State-level commissions, conferences, and committees.

The Executive Director meets monthly with the Maryland Council of Community College Presidents. Their concerns are related to broad policy issues, such as pending or proposed legislation, the adoption or modification of policies by the State Board for Community Colleges, consideration of new institutions, and the preparation of updated long-range master plans.

One person serves in a dual capacity as Assistant Executive Director and Academic Program Planner. In the role of Assistant Executive Director, this staff member serves as the administrative head of the agency in the absence of the Executive Director. The Assistant Executive Director coordinates staff responsibilities involved in State Board publications; provides staff liaison with the Maryland Council for Higher Education and the Division of Vocational-Technical Education; coordinates legislative services; and, at the request of the Executive Director, is responsible for special assignments and studies which from time to time the State Board is directed to undertake.

The Assistant Executive Director, functioning as the Academic Program Planner for the State Board for Community Colleges, works closely with the Program Development Council which includes representation from each community college. Among its most important functions, the Council recommends criteria for State Board review of all academic programs. The Academic Program Planner is responsible for preparing a staff analysis of each program proposal which serves as a basis for the State Board's recommendation to local governing boards regarding all proposed certificate and degree programs.

The Deans of Students develop broad policy recommendations in the student services area. The State Board Staff Specialist for Student Affairs and Services assists in the preparation of workshops, administers the State's affirmative action and desegregation programs, and assists the Deans of Students in seeking new sources of student financial aid, as well as federal funds to further improve the quality of student services on community college campuses.

The Coordinator for Business Affairs works individually with the business officer on each campus and with the Maryland Association of Community and Junior College Business Officers. The community college business officers have assisted in the preparation of a Statewide accounting manual, a financial policies and procedures manual, and cost analysis model. They will be continually involved in updating these documents. All financial data relating to State aid for operating expenses flow from the community college business officers to the State Board Coordinator for Business Affairs.

The State Board's Facilities Planners work cooperatively with their campus colleagues in ongoing projects to improve the facilities guidelines which govern capital project bond requests and allocations, and review in detail the project requests submitted by campus planners. On the basis of these reviews, which frequently involve modifications of the original proposal, the State Board recommends projects to the Board of Public Works for final approval and the award of State funds.

The Research and Management Information Specialist is responsible for coordinating the Master Plan, conducting research (including the Statewide student follow-up study), developing and implementing a comprehensive management information system, and coordinating federal HEGIS reports. This staff member works with the Maryland Community College Research Group and the data processing directors.

All professional staff members are evaluated annually by the Executive Director. Evaluation is based upon the stated requirements of the positions, cooperation, and effectiveness with other staff members, evidence of professional growth, and a willingness to assume additional responsibility. Written evaluation reports are submitted to the State Board membership. Support staff are evaluated annually in compliance with the requirements of the Department of Personnel.

Chart 2 illustrates the internal organizational structure of the State Board for Community Colleges. As noted above, each of the staff positions provides liaison and service with corresponding offices and functions at the college level.

STATE BOARD FOR COMMUNITY COLLEGES

The State Board's projected operating budget is divided into three categories: Aid to Community Colleges, General Administration, and the Optional Retirement program (Table 1). The General Administration budget represents less than 1 percent of the total allocation of the agency. Table 2 shows projections of the total costs expected to be absorbed by the counties (and the City of Baltimore) and the students.

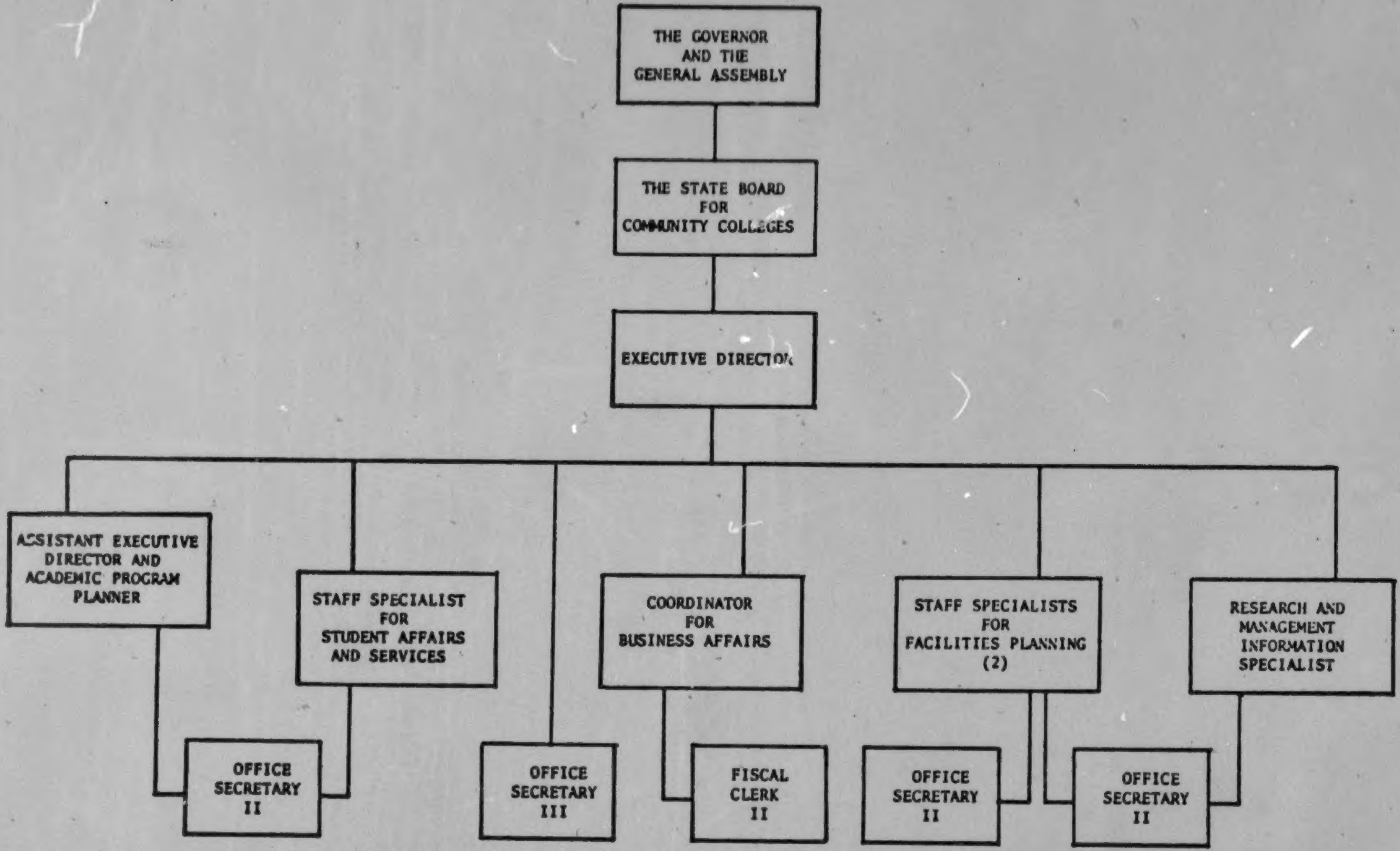
The Executive guidelines limiting projected agency budgets to a maximum of 10 percent growth is not applicable in the area of State Aid to Community Colleges since this level of support is determined by a statutory formula related entirely to full-time equivalent student enrollment and the cost per full-time equivalent student. Annual increases in State Aid, as noted in Table 2, are based upon growth in full-time equivalent enrollment with a statutory limitation of $700 maximum per full-time equivalent student.[1]

---

[1] Two colleges operate at a statutory maximum of $1,300 per full-time equivalent in State Aid.

Chart 2

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL CHART


THE GOVERNOR AND THE GENERAL ASSEMBLY
THE STATE BOARD FOR COMMUNITY COLLEGES
EXECUTIVE DIRECTOR
ASSISTANT EXECUTIVE DIRECTOR AND ACADEMIC PROGRAM PLANNER
STAFF SPECIALIST FOR STUDENT AFFAIRS AND SERVICES
COORDINATOR FOR BUSINESS AFFAIRS
STAFF SPECIALISTS FOR FACILITIES PLANNING (2)
RESEARCH AND MANAGEMENT INFORMATION SPECIALIST
OFFICE SECRETARY II
OFFICE SECRETARY III
FISCAL CLERK II
OFFICE SECRETARY II
OFFICE SECRETARY II

It should be noted, however, that projections based upon $700 per full-time equivalent are unrealistic since increases in student costs make it reasonable to assume that this limitation will be increased. The impact of a change in the statutory limitation for State Aid can be demonstrated by projecting an increase of $100 per full-time equivalent at the current enrollment level. Such an increase would require approximately $6,420,400 in additional State Aid in FY 1978.

Table 1

STATE BOARD FOR COMMUNITY COLLEGES
PROJECTED STATE AID, ADMINISTRATIVE OPERATING BUDGET, AND OPTIONAL RETIREMENT PROGRAM EXPENDITURES
FISCAL YEARS 1977 - 1982

Fiscal Year	State Aid to Community Colleges	Administrative[a]	Optional Retirement[b]	TOTAL
1977	$41,575,700	$ 296,508	$ --	$41,872,208
1978	45,722,800	430,182	1,026,160	47,179,142
1979	48,897,900	513,200	1,108,250	50,519,350
1980	51,103,500	599,520	1,196,910	52,899,930
1981	52,977,100	689,472	1,292,660	54,959,232
1982	54,870,700	733,419	1,396,070	57,000,189

[a] Includes Federal Fund expenditures for FY 1977 through FY 1982, respectively, as follows: $100,000; $150,000; $200,000; $250,000; and $250,000. Also includes the addition of three professional staff persons for 1978 and thereafter--one at each level: 14, 16, and 19.

[b] The Optional Retirement program was provided for under Chapter 556 of the Acts of the 1975 General Assembly. Estimates are based on a State contribution rate of 5.67 percent estimated by the Teachers' Retirement System for FY 1977. Projections into fiscal years beyond 1977 have been made at an 8 percent rate in order to allow for increased State contribution rates, as well as an increase in the number of faculty members needed to instruct an increasing number of students.

Table 2

STATE BOARD FOR COMMUNITY COLLEGES
PROJECTED STATE AID FOR COMMUNITY COLLEGES, COUNTY, AND STUDENT CONTRIBUTIONS FISCAL YEARS 1977-1982

Fiscal Year	State Aid	Counties and Students	TOTAL
1977	$ 41,575,700	$ 70,496,599	$112,072,299
1978	45,722,800	87,692,739	133,415,539
1979	48,897,900	102,160,868	151,058,768
1980	51,103,500	117,426,166	168,529,666
1981	52,977,100	132,003,997	184,981,097
1982	54,870,700	148,233,284	203,103,984

THE OPEN ADMISSIONS POLICY AS A BASIS FOR PLANNING

Policy pronouncements urging an open admissions philosophy by community colleges have come from State-level agencies in Maryland. The Maryland Council for Higher Education in its 1968 Master Plan recommended that:

> The State has a responsibility to provide the opportunity for higher education to all students who can benefit from it. The responsibility is discharged when, within the State's ability to pay, the institutions of higher learning are accessible to the students, appropriate to their needs, and adequate for the training they desire.[1]

In 1974 the State Board for Community Colleges established a policy which stated that admission to community colleges is open:

- To all high school graduates;
- To holders of high school equivalency certificates;
- To all adults (18 years of age or older) who desire a post-high school educational experience.

Students are admitted to the institutions although not necessarily to a specific program. Community colleges may also serve high school students in cooperation with policies established by local public school systems. Consistent with the Maryland Council's 1968 statement and the State Board's policy on admissions, this Plan, including all enrollment, program, and facilities projections, systemwide goals and objectives, as well as major policy directions, is predicated upon a continuation of the open admissions philosophy. If the open admissions policy is modified, this document must be reviewed in light of the implications of such change.

---

[1] *Master Plan for Higher Education in Maryland: Phase One*, Maryland Council for Higher Education, Baltimore, Md., 1968, p.p. 3-19.

III. GOALS

As Maryland's public two-year colleges enter their third decade of service to the State, its regions, localities, citizens, and industries, the challenges are more complex than at any time since the community college concept emerged in Maryland in 1946. The number of students is greater than at any time in the past. Services are being offered to an increasingly diverse student population at a larger number of campus and satellite locations than ever before. The sheer size of the enterprise presents not only the greatest of possibilities, but also a major challenge to continue to provide responsive education in a dynamically changing society.

This chapter is devoted to a systematic analysis of how critical policy decisions facing community colleges can be addressed and resolved in a coordinated system of seventeen locally-governed institutions. As such, the reader should be consciously aware that this Plan must differ from one developed for an organization operating within the customary single decision-making structure which characterizes most other institutional systems and government agencies. This chapter clearly identifies major problem areas. Within each of these areas, a goal is established for planning and evaluation.

Goals are usually long-term in scope. Therefore, in Chapter V each of the goals is further developed through objectives, implementation strategies, and benchmarks of accomplishment, all within defined time frames.

COMMUNITY COLLEGE DEVELOPMENT AND SYSTEM COORDINATION

During the past six years, Maryland two-year colleges have made large strides in becoming truly comprehensive community colleges. Having originated as part of the public school programs under the respective boards of education, Maryland community colleges developed high quality transfer programs in the general arts and sciences and in more specialized transfer areas. In recent years, strong emphasis has been placed on the development of associate degree and certificate programs in occupational areas intended for immediate job entry or occupational upgrading. Concurrently with this shift in focus, a new community college law provided a new and strengthened level of State coordination to match an increased level of State commitment and funding.

Since 1967, the State Board for Community Colleges has attempted to preserve and enhance local control of key educational decisions while being cognizant of the need for system coordination and cooperation. In this latter regard, the State Board for Community Colleges developed and updated a wide variety of analytical, operational, and projective devices. These include the community college Space Allocation Guidelines, the Uniform Chart of Accounts, a Comprehensive Financial Policies and Procedures Manual, a Program Proposal Manual, a Career Program Evaluation System, and two Statewide Master Plans, including the first Maryland community college State plan. The State Board, also, has made substantial progress toward the development of a comprehensive Management Information System and a Quantitative Program Data Monitoring System.

These activities and products, developed in close consultation with the individual colleges, form a firm foundation for additional steps which must be taken to provide a linkage for the federation of separate community colleges. It is a difficult task to systematize institutions which are funded directly by two autonomous levels of government (State and local), as well as by the federal government and private sources. These, in addition to student tuition and fees, form a complex funding pattern that involves a delicate balance of decision making and control.

In addition to the coordination of existing institutions, the State Board has taken the initiative to study the need for and has authorized development of new community colleges, where justified, in subdivisions not sponsoring community colleges. With actions taken by the State Board for Community Colleges during the past year, community college services are now available locally at in-county tuition rates in an additional five political subdivisions of the State. Currently, twenty-two of the State's twenty-four subdivisions have the availability of community college services, accounting for approximately 99 percent of Maryland's population.

Problem

How can the State Board for Community Colleges best assist in the coordination and development of Maryland's growing and locally governed system of community colleges?

Goal 1

To coordinate and assist in the development of a high quality community college system.

EQUALITY OF EDUCATIONAL OPPORTUNITY

As Maryland community colleges have developed into comprehensive institutions, they are providing a wider variety of services to an increasingly diverse student population. Data developed in State Board studies has clearly shown the changing nature of the student body from predominantly full-time to part-time, from transfer to occupational, from younger recent high school graduates to older adults, from no previous record of full-time employment to currently employed while a student. Many are pursuing their instructional programs, not on campus, but at a wide variety of satellite locations physically removed from the campus. Most important is the continuing need to provide educational opportunities for persons from minority groups traditionally underrepresented in higher education.

Problem

How can the community colleges insure that every Maryland citizen has an equal opportunity for a postsecondary education?

Goal 2

To provide equal access to community colleges for all Maryland citizens.

TRANSFER AND CONTINUING EDUCATION

Open admissions is a cornerstone of the community college. This open admissions policy must be accompanied by a wide range of educational opportunities if the broad spectrum of student interest and capabilities is to be served. Comprehensiveness of program offerings, therefore, is one of the most significant indices in measuring an institution's commitment to the open admissions philosophy. Educational interests of students range from pursuit of single courses to completion of associate degrees. Some students need a solid preparation for upper division work at a four-year college or university. Other students need only a refresher course. Transfer education plays an important role in later career development; continuing education assists current career development. Both are vital to mental growth and fulfillment.

Problem

How can the community colleges assist students in achieving their educational objectives?

Goal 3

To provide high quality comprehensive transfer and continuing education programs and services.

CAREER DEVELOPMENT

The community colleges are playing a substantially greater role in the career development of students and members of the community, whether these persons are primarily oriented toward transfer or occupational goals or whether they seek a complete program, an individual course, or a selected group of courses.

People look to the community college for a variety of personal and societal needs. Recent evidence indicates that an ever larger percentage of persons attend a community college without a specific educational or career objective. Rather, they hope that through sufficiently comprehensive college course offerings and professionally-guided educational and career search, they will be able to narrow their focus and solidify their choices.

There is a corollary role of the community college for those currently employed older citizens who are contemplating a mid-career shift or are entering the labor market anew after a number of years devoted to family responsibilities or other personal circumstances. In addition, college programs offered on an in-service basis provide career growth for those seeking enhancement and promotion with a less radical occupational change.

Problem

How can Maryland's community colleges assist in providing adequate manpower for society and in helping persons find satisfying and meaningful work experiences?

Goal 4

To offer a comprehensive selection of career programs, courses, and student support services to aid the human and manpower needs of the State and its communities.

COMMUNITY DEVELOPMENT

Community colleges are the only institutions of higher education in Maryland dedicated to the needs of a local constituency. For this reason, the subdivisions have come to rely on the community college to serve a variety of local citizen, government, and industrial needs. In response, the colleges have developed programs and services not available in other types of institutions.

The range of service is immense. It includes encouraging governmental, civic, and community groups to use campus facilities for their functions. It incorporates training activities for local employees. It involves coursework for police, firemen, and rescue squad members.

Beyond these specialized services, the colleges provide, through the regular instructional program, specific courses which improve citizen participation in community decisions, opportunities which attract industry, and help in developing skills necessary to cope with the complexity of everyday life.

Nationally community colleges provide "community-based" programs and services. In Maryland, this has been aggressively carried forward by the effort to provide meaningful learning experiences at times and places convenient to the citizens. Satellite centers have developed out of this effort as have "weekend colleges," evening courses, and specialized off-campus degree centers.

Problem

How can Maryland community colleges best continue to serve the educational needs of their local communities in meaningful and economically beneficial ways?

Goal 5

To analyze current and potential services to local communities and recommend those most promising for systemwide development.

EFFICIENCY

At any time and under any condition, resources should be used efficiently. This means that quality educational services should be provided at the lowest possible cost per student. Efficient education will lead to the lowest possible tuition and permit State and local resources to be more widely applied. In the 1970's, the need for efficiency has become even more critical. Population growth in Maryland dropped from 2.7 percent per year in the 1960's to 1 percent in the 1970's. Since State and local revenues are a function of the tax base, this slowed growth has had an impact on community college budgets. High unemployment has added to the problem, reducing State and local income while increasing expenses.

Problem

How can community colleges continue to provide high quality education when costs are rising faster than institutional income?

Goal 6

To increase the efficiency of community college operations without impairing the quality of services.

IV. CONDITIONS, TRENDS, AND PROJECTIONS

Conditions, trends, and projections for community colleges in the areas of enrollment, instructional programs, facilities, and finance for the period FY 1977 through FY 1986 are contained in this chapter. Since State aid to community colleges for operating expenses is based solely on a statutory formula relating to full-time equivalent student enrollment, a direct relationship between existing programs and current expenses cannot be established.

ENROLLMENT

TRENDS IN COMMUNITY COLLEGE ENROLLMENT, NATIONAL AND STATE 1960-1975

For the past fifteen years community colleges nationally have been recognized as the fastest growing segment of higher education. In Maryland, growth occurred even more rapidly than in the nation. Table 3 indicates that total enrollment in Maryland community colleges increased from 4,604 in 1960 to 76,240 in 1975, an increase of 1556 percent. This rate of growth exceeded public community college growth nationally during the same period when total enrollment increased from 566,224 in 1960 to 3,736,829 in 1975, an increase of 560 percent.[1]

Enrollment in Maryland community colleges accounts for 37 percent of the undergraduate students in both public and private higher education in Maryland. It should be noted, however, that Maryland community colleges account for a greater percentage of the first two years of undergraduate enrollment. Community colleges now represent the normal point of entry into higher education in Maryland.

Maryland community colleges today serve more part-time than full-time students. This shift toward part-time students is consistent with national enrollment patterns and reflects the large number of students attending community colleges while employed. In Fall 1975, full-time enrollment rose by 16.3 percent from the previous year. The average full-time increase from 1971 to 1974 was only 1.5 percent per year. The dramatic jump in full-time enrollment in Fall 1975 was national and largely unpredicted by State and federal agencies. Some analysts attributed the rise to a combination of relatively high unemployment and the availability of veterans benefits. Table 3 summarizes the full-time, part-time, and total opening Fall enrollments for the past sixteen years.

---

[1] National Center for Education Statistics, December 5, 1975.

Table 3

MARYLAND COMMUNITY COLLEGES
OPENING FALL ENROLLMENT 1960-1975

Year	Full-time	Percent Increase	Part-time	Percent Increase	TOTAL	Percent Increase
1960	2,361	11.7	2,243	.8	4,604	5.5
1961	3,436	45.5	3,140	39.9	6,576	42.8
1962	3,965	15.4	3,926	25.0	7,891	20.0
1963	4,596	15.9	4,441	13.1	9,037	14.5
1964	6,185	34.5	4,779	7.6	10,964	21.3
1965	9,788	58.2	5,819	21.7	15,607	42.3
1966	10,244	4.6	6,595	11.9	16,839	7.8
1967	11,951	16.6	8,323	26.2	20,274	20.4
1968	14,736	23.3	11,401	36.9	26,137	28.9
1969	19,103	29.6	15,995	40.2	35,098	39.2
1970	21,633	13.2	20,778	29.9	42,411	20.8
1971	23,163	7.1	24,508	17.9	47,671	12.4
1972	23,301	.6	28,963	18.2	52,264	9.6
1973	24,070	3.3	34,646	19.6	58,716	12.4
1974	24,235	.7	40,444	16.7	64,679	10.2
1975	28,177	16.3	48,063	18.8	76,240	17.9

MARYLAND COMMUNITY COLLEGE ENROLLMENT PROJECTIONS 1976-1986

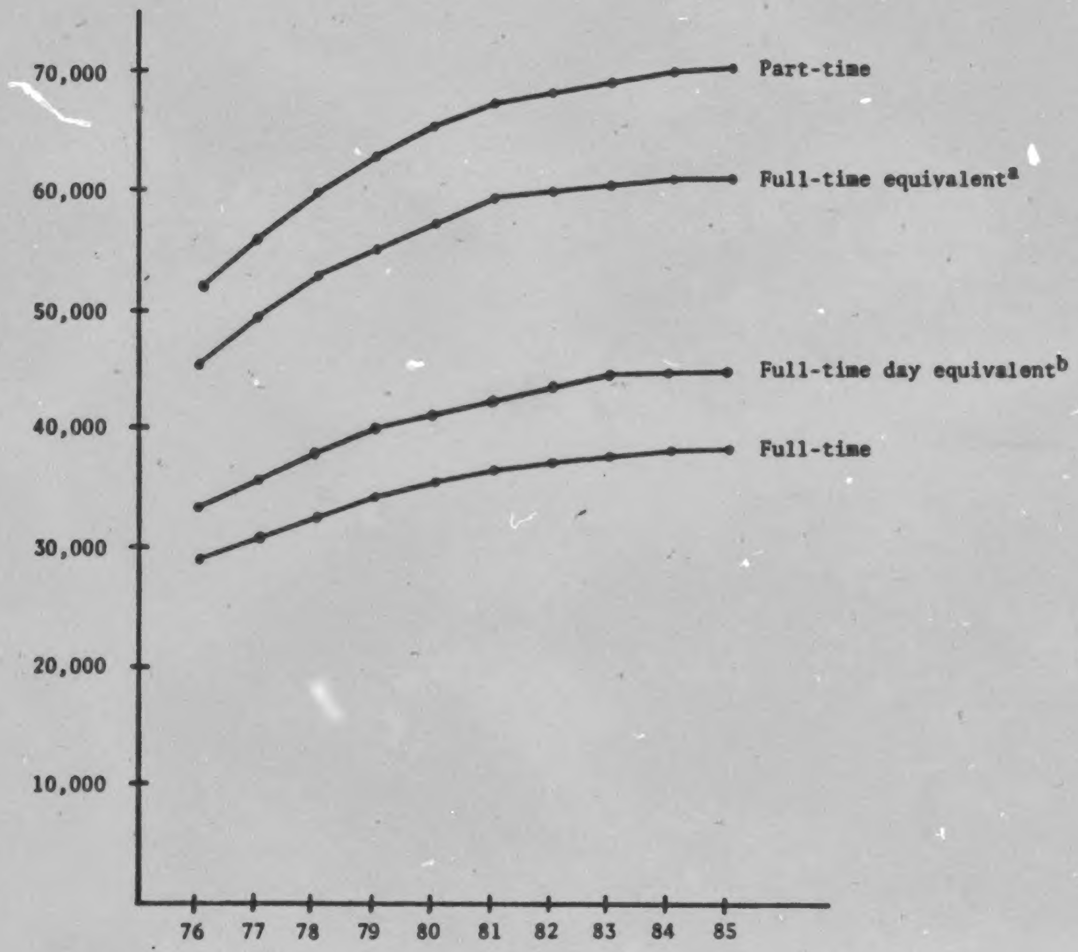
The Maryland Council for Higher Education, in coordination with the State Board for Community Colleges, is charged with preparing enrollment projections for Maryland community colleges as a basis for facilities planning (Appendix D). Enrollment projections prepared by the State Board for Community Colleges are contained in Graph 1. Projection data can be found in Appendix D. Projected programs and the supporting services required to serve the diverse student population are also based in part on these projections.

The Maryland Council for Higher Education model for these projections utilized such factors as actual or projected births, high school enrollment, high school graduates, migration patterns, college enrollment, and survival rates. The Maryland Council model will be reviewed by a task force to insure that segmental projections are based upon consistent criteria and definitions.

Enrollment during the next ten years is expected to rise rapidly until 1981 and then begin to level off. Graph 1 illustrates that part-time enrollment may increase from about 52,200 to 70,000 while full-time enrollment may increase from 29,100 to 38,000 in 1986. Over the same period, the full-time equivalent enrollment for determining current operating expenses is expected to increase from 46,500 to 61,600. For 1975 to 1986, the full-time day equivalent enrollment (FTDE) for determining facilities requirements is expected to increase from 31,529 to 43,927 (Appendix D, Table 7-D). It is expected that community college campuses currently approved or under construction will have an impact upon these projections. This impact will be evaluated as enrollment projections are revised annually. Finally, as noted previously, enrollment projections through 1986 are predicated upon a continuation of the open admissions policy. If this policy is altered, enrollment projections must be adjusted accordingly.

Graph 1

MARYLAND COMMUNITY COLLEGES
ENROLLMENT PROJECTIONS FALL 1976-1985



[a] Full-time equivalent is determined by dividing total annual credit hours by 30. These numbers are used for financial planning.

[b] Full-time day equivalent is the full-time equivalent enrollment between 8:00 a.m. and 5:00 p.m. These numbers are used solely for facilities planning.

POPULATION SERVED BY MARYLAND COMMUNITY COLLEGES

Recent community college studies have clearly shown that the most salient characteristic of community college students is their extreme diversity. Students vary in age, socio-economic background, aspirations, aptitudes, financial resources, educational preparation, and interests. Community colleges are finding among their students increasing numbers of veterans, minority students, homemakers, and senior citizens. Many are first generation college students, and more come from lower ability and lower socio-economic levels than is generally true of their four-year counterparts. Each of these student groups requires diverse student services. A special survey conducted by the State Board for Community Colleges in May 1973 points to this fact. The report states, "A wide variety of students are attracted to the Maryland community colleges. There is really no 'typical' student among those enrolled full-time or those attending on a part-time basis. They differ widely on any trait that can be chosen."

The Statewide *Student Follow-Up Study: First-time Students Fall 1971* reaches a similar conclusion. It points to ". . . an increased awareness of the diverse nature of the community college student. No longer can the community college student be characterized as the traditional transfer student. The distribution of community college students over the continuum or scale of a given characteristic must be studied and described . . ."

Increasing diversity is evidenced by the fact that in Fall 1975 minority students accounted for 19.4 percent of the total community college enrollment (Appendix D, Table 3-D). Black students comprised 18.0 percent of the total enrollment, an increase of 8.1 percentage points since Fall 1970 when black students accounted for 9.9 percent of the total enrollment. This increase in minority enrollment is consistent with a resolution adopted by the State Board for Community Colleges on October 7, 1970 providing for equal education opportunities to all regardless of race, religion, sex, or national origin. More recently, the *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State* calls for community colleges to establish minority enrollment projections consistent with their service areas. It is also likely that attracting a new student population and providing comprehensive services designed to retain these students will result in higher per student operating costs.

While in 1970 women accounted for only 38 percent of the total enrollment, in 1975 women students comprised 50 percent of the total enrollment. This percent enrollment of women closely approximates the State's overall population proportion of 51 percent women.

PROGRAMS OF INSTRUCTION

Originally the purpose of Maryland community colleges, as in other states, was to provide the first two years of a baccalaureate program. Over the years, however, these institutions have progressively become more comprehensive in the scope of their offerings. Article 77A, Section 4(a) of the *Annotated Code* identifies occupational education as one of the major community college responsibilities. Occupational programs, however, were not widely available until the latter part of the decade. Continuing education, along with community and public services, represents the third major component of Maryland's comprehensive community colleges.

INSTRUCTIONAL PROGRAM DEFINITION

The Maryland Council for Higher Education defines a program as "a series of courses or other educational activities leading to a degree or certificate." Within this context, Maryland community colleges offer two types of programs--transfer and occupational.

Transfer Programs

Transfer programs are those curricula designed to prepare students for admission to a baccalaureate institution. In Maryland these programs parallel the first two years of undergraduate study at the four-year colleges and are primarily in the liberal arts and sciences, business, engineering, and education. Currently, some 4,200 community college students transfer annually to public higher education institutions within the State.

Occupational Programs

Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet middle manpower requirements at two levels:

- Management trainee and technician levels in such fields as health services, business and commerce, engineering, and public service;

- Artisan, trade and service levels within each of these fields.

Within the framework of the first category of occupational programs (technician and management), community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of fifteen credits of general education in such fields as the humanities, social sciences, natural sciences, and mathematics. These latter areas of study provide students with the opportunity to develop concepts and skills necessary to improve the individual's effectiveness as a citizen, as well as a worker in society. This general education component in occupational programs is transferable in Maryland, while other specialized technical credits may be transferred on a selective basis. Certificate programs must include twelve or more credits primarily of specialized content stressing the technical and/or manipulative requirements of an occupation. Generally, these programs take less than two years to complete.

CONTINUING EDUCATION, COMMUNITY AND PUBLIC SERVICE ACTIVITIES

In recent years continuing education, along with community and public service activities, has emerged as one of the most vital components of Maryland's comprehensive community colleges. Continuing education includes courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community and public service activities include workshops, seminars, and lecture series dealing with key political, social, and economic issues facing our communities. Many individuals enroll in courses to pursue an avocational interest or for general cultural enrichment. Continuing education courses, community and public service activities available on campuses and in facilities located throughout the community make the community college available to all citizens regardless of age, interest, or background.

In 1975 some 38,000 Maryland citizens completed approximately 2,000 continuing education and community and public service courses. In addition, hundreds of thousands of Maryland citizens participated in and attended concerts, plays, workshops, and other related activities sponsored by community colleges.

DEVELOPMENTAL STUDIES

Many students enter the community college unprepared to effectively pursue traditional college courses. In response to the needs of such students, community colleges offer developmental courses designed to improve skills in oral and written communications, study, reading, and mathematics. These offerings are consistent with community college philosophy of increasing academic accessibility for all citizens.

CURRENT AND PROJECTED PROGRAMS

Increasing emphasis on occupational programs reflects changing values and attitudes among students and their families as to the level of education required to qualify for desirable employment opportunities. This shift is reflected in national projections predicting that throughout the next decade 80 percent of available jobs will require less than the bachelor's degree.[1] The State Board for Community Colleges from 1970 to 1975 endorsed 176 new degree and certificate programs for Maryland community colleges. Of these, 163 were degree and certificate occupational programs while only thirteen were intended primarily for transfer. In 1975 the sixteen community colleges offered an aggregate of 445 degree and certificate programs of which 343 were primarily occupational and 102 were intended for transfer. As a result of this changing emphasis, Statewide enrollment in occupational programs increased from 29 percent in 1969 to 39 percent in 1975. The number of occupational certificates awarded increased from 117 in the 1970-1971 academic year to 336 in the 1974-1975 academic year.

---

[1] *New Students and New Places*, Policies for the Growth and Development of Higher Education, Carnegie Commission Report, 1971.

Table 4 summarizes the projected community college programs for the period Fall 1977 through Fall 1981. Of the 321 programs, 299 are primarily intended to prepare the student for immediate employment while 22 are designed for students who expect to transfer to baccalaureate institutions. The greatest growth in the occupational programs is in the business area. This is appropriate since the greatest increase in labor demand will be in business.[1] Although the colleges expressed a preliminary interest in developing these programs, previous experience indicates that changing conditions, including budgetary restraint, will likely reduce the number of programs actually introduced over the five-year period. For example, only 20 new programs were actually approved for Fall 1976, while the 1975 Master Plan projected 59 new programs. In the next Master Plan, estimates will be made of the fiscal impact of these programs. A listing of the program projections by individual institution is included in Chapter VII.

Table 4

MARYLAND COMMUNITY COLLEGES
CLASSIFICATION OF PROJECTED COMMUNITY COLLEGE INSTRUCTIONAL PROGRAMS
FALL 1977 - FALL 1981

HEGIS Classification	Fall 1977	Fall 1978	Fall 1979	Fall 1980	Fall 1981
TRANSFER (4900)	8	8	3	2	1
OCCUPATIONAL					
Business & Commerce Technologies (5000)	20	20	22	19	9
Data Processing Technologies (5100)	1	2	-	-	1
Health Services & Paramedical Technologies (5200)	17	13	8	14	11
Mechanical & Engineering Technologies (5300)	15	18	13	19	11
Natural Science Technologies (5400)	5	9	8	4	5
Public Service Related Technologies (5500)	11	8	5	7	4
TOTAL	77	78	59	65	42

---

[1] *Maryland State Plan for the Administration of the Vocational-Technical Education Programs*, Division of Vocational-Technical Education, State Department of Education, FY 1977-1981.

MANPOWER STUDIES

Community college planners must have accurate manpower data if their programs are to meet the needs of the citizens, the local political subdivisions, and the State. Statewide manpower studies currently available are inadequate for program planning purposes. One current problem is that existing manpower information is not organized in the same way that colleges organize programs. A project is being funded under Vocational Amendments of 1968 to link manpower needs to community college programs, enrollments, and completions. It is recommended that authority and responsibility be assigned to a single Statewide agency to prepare and publish State and regional manpower studies on an ongoing basis. Using these data, the State Board for Community Colleges will assist the community colleges in relating manpower requirements to viable educational programs. Manpower information also assists individual students to plan their programs realistically. These combined efforts are the best assurance that community colleges will provide a pool of trained manpower to meet the diverse needs of the State's economy.

FINANCING CURRENT OPERATIONS

Continued and increased financial support over the past thirty years clearly demonstrates the commitment of Maryland citizens to community college education. From the beginning, both the local political subdivisions and the State have shared in the funding of community colleges. Students have contributed through tuition payments.

For many years, only a few thousand dollars from local school boards, supplemented by modest sums from the State, were required to finance Maryland community colleges. However, this situation changed dramatically in the early 1960's. Greatly increased enrollment demands led to the establishment of new community colleges, the expansion of physical facilities, and the introduction of more costly technical curricula. These factors, coupled with inflation, have increased the estimated net operating funds required by Maryland community colleges to $112,000,000 in FY 1977.

CURRENT FUNDING FORMULA

The funding formula for Maryland community colleges calls for each institution to initiate its budget and for the political subdivision to set the level of financial support within which the local college must operate. Currently, the State provides 50 percent of the net operating cost up to $700 per full-time equivalent student. Current statutes require that the local political subdivision provide a minimum of 28 percent of the cost and the student is responsible for 22 percent. In those instances where the total cost exceeds $1,400 per full-time equivalent student (true in all of the community colleges), the local subdivision and the students bear the additional cost.

Legislation was enacted in 1972 and expanded in 1973 and 1975 to provide additional State aid for a regional community college and a smaller community college. For these institutions, the State contributes 55 percent of a maximum of $2,365 per full-time equivalent student. Current statute requires that the local political subdivision contribute 32 percent with the student share set at 13 percent. Wor-Wic Tech Community College (Worcester and Wicomico Counties) is currently funded on a prior formula basis which provides that the State contribute 55 percent of the first $2,000 of costs per full-time equivalent student while the counties contribute a minimum of 29 percent and the students 17 percent.

PROJECTED NET OPERATING COSTS

Table 5 shows projections based upon previous college costs, anticipated full-time equivalent enrollment, and an overall inflationary factor which approximates 5.7 percent annually. These projections include only net operating expenditures and project individual and systemwide community college operating costs for FY 1976 through FY 1986. Included in the costs are Summer sessions and the cost of continuing education courses. Table 6 discloses the actual systemwide cost per full-time equivalent student for fiscal years 1973, 1974, and 1975, and the projected systemwide cost per full-time equivalent student for fiscal years 1976 to 1982 and 1986.

Table 5 does not indicate the sources from which the funds originate. Net expenditures include only dollars expended from State, local and student sources. The estimated college expenses are determined in Table 5 by multiplying the projected full-time equivalent students by the projected current cost per full-time equivalent student. Table 7 details estimated current operating expenses by function, while Table 8 shows estimated net current operating expenses by object classification.

It should be noted that individual college enrollments may change significantly due to local conditions. The current State funding formula will automatically adjust to such changes so that State aid payments always reflect actual enrollments. Since these data are designed primarily to determine systemwide funding requirements, local political subdivisions should not approve community college budgets based solely upon these projections.

Planning based upon projections in a rapidly changing environment is hazardous. To secure the greatest possible accuracy, the State Board for Community Colleges will annually revise all projections at the time of the submission of community college budgets to the Governor and the General Assembly.

Table 5

MARYLAND COMMUNITY COLLEGES
ACTUAL AND ESTIMATED FULL-TIME EQUIVALENT STUDENTS, NET CURRENT OPERATING EXPENSES, AND COST PER FULL-TIME EQUIVALENT STUDENT
FISCAL YEARS 1974 THROUGH 1986

	FY 1974 (Actual)			FY 1975 (Actual)		
College	FTE	Cost Per FTE	Net Expenses	FTE	Cost Per FTE	Net Expenses
Allegany	1,337	$1,392	$ 1,861,104	1,452	$1,481	$ 2,150,412
Anne Arundel	2,746	1,542	4,234,332	3,242	1,619	5,248,798
Baltimore	4,183	1,531	6,404,173	5,222	1,465	7,650,230
Catonsville	4,730	1,742	8,239,660	5,291	1,712	9,058,192
Cecil	423	1,486	628,578	728	1,476	1,074,528
Charles	818	2,004	1,639,272	1,315	1,765	2,320,975
Chesapeake	445	2,175	967,875	469	2,292	1,074,948
Dundalk	767	1,745	1,338,415	1,115	1,973	2,199,895
Essex	4,123	1,633	6,732,859	4,518	1,652	7,463,736
Frederick	962	1,629	1,567,098	1,124	1,569	1,763,556
Garrett	316	2,001	632,316	457	2,000	914,000
Hagerstown	1,228	1,488	1,827,264	1,361	1,659	2,257,899
Harford	2,177	1,552	3,378,704	2,271	1,691	3,840,261
Howard	882	1,904	1,679,328	1,098	1,898	2,084,004
Montgomery	7,606	1,924	14,633,944	8,001	2,036	16,290,036
Prince George's	6,343	1,361	8,632,823	6,947	1,551	10,774,797
TOTALS	39,086		$ 64,397,745	44,611		$ 76,166,267

	FY 1976			FY 1977		
College	FTE	Cost Per FTE[a]	Net Expenses[a]	FTE	Cost Per FTE	Net Expenses
Allegany	1,621	$1,500	$ 2,431,500	1,748	$1,540	$ 2,691,920
Anne Arundel	3,906	1,725	6,737,850	4,553	1,829	8,327,437
Baltimore	6,482	1,400	9,074,800	7,389	1,520	11,231,280
Catonsville	5,900	1,758	10,372,200	6,726	1,934	13,008,084
Cecil	915	1,580	1,445,700	1,043	1,600	1,668,800
Charles	1,643	1,809	2,972,187	1,873	1,888	3,536,224
Chesapeake	548	2,635	1,443,980	625	3,000	1,875,000
Dundalk	1,650	1,951	3,219,150	1,881	2,050	3,856,050
Essex	5,582	1,739	9,707,098	6,363	1,724	10,969,812
Frederick	1,405	1,545	2,170,725	1,602	1,700	2,723,400
Garrett	503	2,500	1,257,500	573	2,500	1,432,500
Hagerstown	1,519	1,746	2,652,174	1,732	1,833	3,174,756
Harford	2,480	1,702	4,220,960	2,827	1,787	5,051,849
Howard	1,300	1,799	2,338,700	1,482	1,906	2,824,692
Montgomery	8,729	2,123	18,531,667	9,951	2,566	25,534,266
Prince George's	7,017	1,610	11,297,370	7,999	1,771	14,166,229
TOTALS	51,200		$ 89,873,561	58,367		$112,072,299

---

[a] State aid base per Section 7, Article 77A. Estimated for FY 1976 and thereafter.

	FY 1978			FY 1979		
College	FTE	Cost Per FTE	Net Expenses	FTE	Cost Per FTE	Net Expenses
Allegany	1,800	$1,600	$ 2,880,000	1,810	$1,660	$ 3,004,600
Anne Arundel	4,919	1,939	9,537,941	5,293	2,055	10,877,115
Baltimore	8,159	1,670	13,625,530	8,780	1,800	15,804,000
Catonsville	7,439	2,127	15,822,753	7,971	2,340	18,652,140
Cecil	1,060	1,650	1,749,000	1,070	1,700	1,819,000
Charles	2,100	1,970	4,137,000	2,120	2,058	4,362,960
Chesapeake	625	3,200	2,000,000	625	3,400	2,125,000
Dundalk	2,100	2,150	4,515,000	2,241	2,250	5,042,250
Essex	7,019	1,764	12,381,516	7,535	1,772	13,352,020
Frederick	1,800	1,870	3,366,000	1,930	2,057	3,970,010
Garrett	575	2,500	1,437,500	575	2,555	1,469,125
Hagerstown	1,920	1,924	3,694,080	2,055	2,020	4,151,100
Harford	3,120	1,876	5,853,120	3,363	1,970	6,625,110
Howard	1,620	2,021	3,274,020	1,744	2,142	3,735,648
Montgomery	10,979	2,873	31,542,667	11,770	2,966	34,909,820
Prince George's	8,819	1,948	17,179,412	9,590	2,143	20,551,370
Wor-Wic Tech	150	2,800	420,000	225	2,700	607,500
TOTALS	64,204		$133,415,539	68,697		$151,058,768

	FY 1980			FY 1981		
College	FTE	Cost Per FTE	Net Expenses	FTE	Cost Per FTE	Net Expenses
Allegany	1,820	$1,720	$ 3,130,400	1,830	$1,780	$ 3,257,400
Anne Arundel	5,530	2,178	12,044,340	5,955	2,309	13,750,095
Baltimore	9,152	1,950	17,846,400	9,431	2,100	19,805,100
Catonsville	8,308	2,527	20,994,316	8,561	2,729	23,362,969
Cecil	1,080	1,750	1,890,000	1,090	1,800	1,962,000
Charles	2,140	2,054	4,395,560	2,150	2,058	4,424,700
Chesapeake	625	3,600	2,250,000	625	3,800	2,375,000
Dundalk	2,650	2,350	6,227,500	2,800	2,450	6,860,000
Essex	7,854	1,823	14,317,842	8,093	1,875	15,174,375
Frederick	2,012	2,263	4,553,156	2,073	2,489	5,159,697
Garrett	575	2,620	1,506,500	600	2,680	1,608,000
Hagerstown	2,142	2,121	4,543,182	2,207	2,206	4,868,642
Harford	3,505	2,069	7,251,845	3,612	2,172	7,845,264
Howard	1,850	2,271	4,201,350	2,035	2,407	4,898,245
Montgomery	12,267	3,180	39,009,060	12,641	3,310	41,841,710
Prince George's	9,995	2,357	23,558,215	10,300	2,593	26,707,900
Wor-Wic Tech	300	2,700	810,000	400	2,700	1,080,000
TOTALS	71,805		$168,529,666	74,403		$184,981,097

College	FY 1982 FTE	FY 1982 Cost Per FTE	FY 1982 Net Expenses	FY 1986 FTE	FY 1986 Cost Per FTE	FY 1986 Net Expenses
Allegany	1,850	$1,840	$ 3,404,000	1,850	$2,020	$ 3,737,000
Anne Arundel	6,380	2,448	15,618,240	7,655	2,916	22,321,980
Baltimore	9,723	2,250	21,876,750	10,661	2,750	29,317,750
Catonsville	8,826	2,948	26,019,048	9,678	3,713	35,934,414
Cecil	1,100	1,850	2,035,000	1,125	2,000	2,250,000
Charles	2,175	2,068	4,497,900	2,200	2,199	4,837,800
Chesapeake	625	4,000	2,500,000	630	4,600	2,898,000
Dundalk	2,900	2,500	7,250,000	3,000	2,500	7,500,000
Essex	8,344	1,966	16,404,304	9,149	2,546	23,293,354
Frederick	2,138	2,738	5,853,844	2,344	3,708	8,691,552
Garrett	600	2,745	1,647,000	600	3,000	1,800,000
Hagerstown	2,276	2,294	5,221,144	2,495	2,582	6,442,090
Harford	3,724	2,281	8,494,444	4,083	2,640	10,779,120
Howard	2,238	2,551	5,709,138	3,277	3,221	10,555,217
Montgomery	13,033	3,448	44,937,784	14,291	3,683	52,633,753
Prince George's	10,619	2,852	30,285,388	12,227	3,560	43,528,120
Wor-Wic Tech	500	2,700	1,350,000	600	3,000	1,800,000
TOTALS	77,051		$203,103,984	85,865		$268,320,150

Note: Local community college budget approval should not be based solely on these projections. Full-time equivalent students do not include out-of-state students.

Table 6

MARYLAND COMMUNITY COLLEGES
ACTUAL AND ESTIMATED COST
PER FULL-TIME EQUIVALENT STUDENT
FISCAL YEARS 1973 THROUGH 1986

Fiscal Year	Cost Per Full-time Equivalent Student
1973	$1,610
1974	1,648
1975	1,711
1976	1,790
1977	1,920
1978	2,078
1979	2,199
1980	2,347
1981	2,486
1982	2,636
1986	3,125

Table 7

MARYLAND COMMUNITY COLLEGES
ESTIMATED NET CURRENT OPERATING EXPENSES BY FUNCTION
FISCAL YEARS 1976 THROUGH 1986

Function	FY 1976	FY 1977	FY 1978	FY 1979
Instruction	$ 48,563,151	$ 60,465,175	$ 72,044,391	$ 81,571,735
Libraries	6,295,223	7,853,258	9,339,088	10,574,114
Student Affairs	7,194,541	8,975,152	10,673,243	12,084,701
Plant Operations	12,590,447	15,706,516	18,678,175	21,148,228
General Administration	10,791,811	13,462,728	16,009,865	18,127,052
Other	4,438,388	5,609,470	6,670,777	7,552,938
TOTAL	$ 89,873,561	$112,072,299	$133,415,539	$151,058,768

Function	FY 1980	FY 1981	FY 1982	FY 1986
Instruction	$ 91,006,020	$ 99,889,792	$109,676,151	$144,892,881
Libraries	11,797,077	12,948,677	14,217,279	18,782,411
Student Affairs	13,482,373	14,798,488	16,248,319	21,465,612
Plant Operations	23,594,153	25,897,354	28,434,558	37,564,821
General Administration	20,223,560	22,197,732	24,372,478	32,198,418
Other	8,426,483	9,249,054	10,155,199	13,416,007
TOTAL	$168,529,666	$184,981,097	$203,103,984	$268,320,150

Table 8

MARYLAND COMMUNITY COLLEGES
ESTIMATED NET CURRENT OPERATING EXPENSES BY OBJECT
FISCAL YEARS 1976 THROUGH 1986

Object	FY 1976	FY 1977	FY 1978	FY 1979
Compensation	$ 71,945,401	$ 89,634,419	$106,732,439	$120,847,008
Contractual Services	5,395,908	6,731,364	8,004,930	9,063,528
Supplies and Materials	4,496,590	5,609,470	6,670,775	7,552,940
Communications	899,318	1,121,894	1,334,155	1,510,588
Utilities	3,597,272	4,487,576	5,336,620	6,042,352
Other	3,539,072	4,487,576	5,336,620	6,042,352
TOTAL	$ 89,873,561	$112,072,299	$133,415,539	$151,058,768

Object	FY 1980	FY 1981	FY 1982	FY 1986
Compensation	$134,823,726	$147,984,877	$162,483,184	$214,656,110
Contractual Services	10,111,782	11,098,866	12,186,240	16,099,212
Supplies and Materials	8,426,485	9,249,055	10,155,200	13,416,010
Communications	1,685,297	1,849,811	2,031,040	2,683,202
Utilities	6,741,188	7,399,244	8,124,160	10,732,808
Other	6,741,188	7,399,244	8,124,160	10,732,808
TOTAL	$168,529,666	$184,981,097	$203,103,984	$268,320,150

FUNDING SOURCES

Table 9 shows the projected distribution of revenues using the totals in Table 5 as a base. The distribution of revenues is also based upon the current statutory formula of 50 percent State aid, 28 percent local funds, and 22 percent student tuition.[1] Historical precedent indicates that the statutory dollar limitation in State aid will likely increase. Therefore, the distribution of revenues as outlined in Table 9 assumes that the State will not be restricted to the current statutory dollar limitation in its 50 percent share of net operating costs.

Table 9

MARYLAND COMMUNITY COLLEGES
DISTRIBUTION OF PROJECTED REVENUES BY SOURCE
NOT LIMITED TO STATUTORY MAXIMUM
FISCAL YEARS 1976 THROUGH 1986

Source		FY 1976	FY 1977	FY 1978	FY 1979
Tuition	(22%)	$ 19,772,184	$ 24,655,905	$ 29,351,419	$ 33,232,929
Counties	(28%)	25,164,597	31,380,244	37,356,350	42,296,455
State	(50%)	44,936,780	56,036,150	66,707,770	75,529,384
TOTAL	(100%)	$ 89,873,561	$112,072,299	$133,415,539	$151,058,768

Source		FY 1980	FY 1981	FY 1982	FY 1986
Tuition	(22%)	$ 37,076,527	$ 40,695,842	$ 44,682,876	$ 59,030,433
Counties	(28%)	47,188,306	51,794,707	56,869,116	75,129,642
State	(50%)	84,264,833	92,490,548	101,551,992	134,160,075
TOTAL	(100%)	$168,529,666	$184,981,097	$203,103,984	$268,320,150

The State Board for Community Colleges is committed to obtaining accurate and meaningful information about the cost of academic programs and administrative overhead. The Statewide discipline cost analysis is an example of this effort. The purpose of collecting detailed cost information is to provide the State Board and local colleges with expense data by discipline, program, and function. When coupled with reliable program benefits and values, cost data can be used positively to reduce operating expenses and increase efficiency.

Community colleges should continue to be recognized as a shared public responsibility. Their programs and educational opportunities should be available at the lowest cost possible to both full-time and part-time students. Nowhere within the State should educational opportunity be primarily dependent upon the taxpaying ability of local governments.

---

[1] Also includes 55-32-13 percent distribution in the regional community college and one smaller community college as well as a 55-28-17 percent distribution for Wor-Wic Tech Community College.

PHYSICAL FACILITIES

Establishing new community colleges, determining the need and location for new community college campuses, formulating educational requirements, and initiating planning for new facilities are all responsibilities of community college boards of trustees based upon policies established by the State Board for Community Colleges. The State Board for Community Colleges, by authority of Maryland law and pursuant to the State guidelines for community college facilities planning, has the authority to review all plans for new facilities. The State Board solicits the comments of the Maryland Council for Higher Education, the Department of State Planning, and the Department of General Services. After project proposals are reviewed by the State Board staff, recommendations on the advisability of capital projects are made to the State Board of Public Works, which has the final authority for all State funded capital projects. The State Board for Community Colleges is also charged with the responsibility to develop within its Master Plan detailed physical facilities requirements and projections of capital funds necessary to finance them.

INVENTORY OF EXISTING FACILITIES

Table 10 is an inventory of existing community college facilities. The total net assignable square feet of educational space by category of use over a five-year period indicates an increase of 44 percent, from 1,675,575 total net assignable square feet in FY 1970 to 2,407,091 net assignable square feet in FY 1975.

PROJECTED FACILITIES REQUIREMENTS FOR FISCAL YEARS 1977 THROUGH 1986

Table 11 includes an inventory of present and projected net assignable square feet for Maryland community colleges through 1986. Projected facilities requirements are based upon revised facilities and space guidelines adopted by the Board of Public Works in November 1974. Facilities requirements also reflect projected full-time day equivalent enrollments at each institution through FY 1986.

It should be noted that the majority of the projected facility requirements stem from anticipated enrollment growth. This growth will occur in those suburban areas where large populations already exist and building programs are currently lagging behind schedule. Therefore, the State Board for Community Colleges and the affected institutions should move expeditiously to implement projected facilities programs.

Table 10

MARYLAND COMMUNITY COLLEGES
INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY TYPE OF ROOM
1971 - 1975[a]

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Supporting	Health Care	Unassigned	TOTAL
Allegany	26,681	46,125	17,256	13,924	27,753	20,284	5,003	-	-	157,026
Anne Arundel	29,405	54,586	33,570	8,811	34,190	20,731	10,098	397	-	191,788
Baltimore	27,649	47,097	35,634	19,514	27,590	24,884	6,052	512	-	188,932
Catonsville	46,430	33,376	51,893	25,852	66,095	22,524	5,867	438	3,951	256,426
Cecil	5,172	6,534	5,543	2,804	2,360	2,860	272	-	-	25,545
Charles	9,685	13,376	12,783	4,557	26,964	6,440	6,593	-	-	80,398
Chesapeake	11,763	16,539	11,859	6,871	16,085	9,558	1,362	-	-	74,037
Dundalk	6,403	5,000	11,259	4,150	-	6,784	1,089	300	-	34,985
Essex	36,770	45,558	40,261	22,081	68,834	39,985	6,019	-	1,960	261,468
Frederick	12,194	15,272	12,573	9,070	17,756	9,736	1,657	-	-	78,258
Garrett	8,334	3,356	4,826	2,876	8,717	5,952	273	141	-	34,475
Hagerstown	17,972	26,531	17,727	13,957	15,884	6,553	4,036	214	2,589	105,463
Harford	15,781	47,973	23,646	6,018	37,248	20,301	7,495	488	-	158,950
Howard	8,752	12,315	10,530	6,195	1,174	4,493	1,603	-	3,366	48,428
Montgomery:										
Rockville	54,723	91,673	76,762	55,029	65,901	53,315	11,624	463	-	409,490
Takoma Park	13,679	23,446	21,173	6,254	603	10,713	2,548	-	159	78,575
Prince George's	29,224	47,917	32,514	8,218	23,329	71,809	9,564	272	-	222,847
TOTAL 1975 [a]	360,617	536,674	419,809	216,181	440,483	336,922	81,155	3,225	12,025	2,407,091
TOTAL 1974	333,813	472,628	390,782	212,861	415,251	295,393	83,920	2,813	23,801	2,231,262
TOTAL 1973	331,375	435,229	357,149	225,224	385,445	288,610	81,046	4,743	22,371	2,131,192
TOTAL 1972	328,481	409,708	329,521	230,843	379,161	257,232	66,702	126	54,798	2,051,572
TOTAL 1971	329,346	415,189	307,196	171,660	353,459	236,847	66,899	580	18,227	1,899,403
TOTAL 1970	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2,972	12,266	1,675,575

---

[a] Inventory as of September 30 of each year.

SOURCE OF DATA: HEGIS 2300-7.

Table 11

MARYLAND COMMUNITY COLLEGES
INVENTORY OF PRESENT AND PROJECTED NET ASSIGNABLE SQUARE FEET AS OF JANUARY 31, 1976

College	Existing NASF FY 1976[c]	NASF/FTDE FY 1976	In Process[d]	Projected Total FTDE FY 1981	Projected NASF in FY 1981	NASF/FTDE FY 1981	Projected Total FTDE FY 1986	Projected Total NASF FY 1986	NASF/FTDE FY 1986
Allegany	157,026	170.31	-	936	157,026	167.76	976	157,026	160.88
Anne Arundel:									
Arnold	191,788	77.21	18,378	3,320	241,966	72.88	3,461	241,966	69.91
Second Campus[a]									
Baltimore City:									
Liberty Heights	188,932	48.06	22,583	2,322	211,515	91.09	2,522	211,515	83.87
Harbor				2,400	119,728	49.89	2,400	119,728	49.89
Baltimore County:									
Catonsville	256,426	96.51	52,435	3,257	308,861	94.83	3,395	308,861	90.98
Dundalk	34,985	56.07	54,052	1,065	110,280	103.55	1,110	110,280	99.35
Essex	261,468[e]	70.29	31,173	4,246	325,055	76.56	4,427	325,055	73.43
Fourth Campus[a]									
Cecil	25,545	59.27	15,400	576	60,945	105.81	601	60,945	101.41
Charles	80,398	102.42	26,643	1,299	115,361	88.81	1,354	122,861	90.74
Chesapeake	74,037	245.97	22,000	364	96,037	263.84	380	96,037	252.73
Frederick	78,258	123.83	-	844	135,755	160.85	880	156,155	177.45
Garrett	34,475	173.24	-	266	38,475	144.64	278	38,475	138.40
Hagerstown	105,463	102.49	2,900	1,375	118,046	85.85	1,434	119,896	83.61
Harford	158,950	117.05	36,394	1,777	195,344	109.93	1,852	195,344	105.48
Howard	48,428	65.27	70,657	1,593	119,085	74.76	1,661	119,085	71.70
Montgomery:									
Rockville	409,490	70.35	-	6,146	419,490	84.75	6,036	419,490	84.75
Takoma Park	78,575[f]	58.20	108,751	1,838	170,287	97.31	2,256	170,287	97.31
Germantown[b]	-	-	106,875	1,600	106,875	76.34	1,700	106,875	76.34
Prince George's:									
Largo	222,847	49.05	79,716	6,910	370,522	53.62	4,990	370,522	74.25
Clinton[b]	-	-	-	-	-	-	1,107	80,000[g]	72.27
Third Campus[a]	-	-	-	-	-	-	1,107	80,000[g]	72.27
TOTAL	2,407,091		647,957	42,134	3,420,653		43,927	3,610,403	

[a] Potential campus; under examination by State Board for Community Colleges.
[b] Planned campus; recommended by State Board for Community Colleges.
[c] This table includes NASF for existing temporary facilities not included in Table 10.
[d] Under design or construction
[e] 20,281 square feet temporary building to be removed when permanent facilities are completed.
[f] 46,066 in old buildings to be razed.
[g] If 160,000 NASF not constructed, Largo will have 51.43 NASF per FTDE student in 1986.

PROJECTED CAMPUSES

To avoid excessively large student populations on a single campus and at the same time to insure greater geographic accessibility, it will be necessary to construct additional campuses. Map 1 indicates present, planned, and potential campuses as well as potential locations for new community colleges. On the basis of projected space requirements as indicated in Table 11, the State Board for Community Colleges has approved the establishment of one additional campus in Montgomery County, in the Germantown area, in 1978 and one additional campus in Prince George's County, in the Clinton area, in 1981. Beyond this, the State Board plans to continue close examination of the need for a third campus in Prince George's County and an additional campus in Anne Arundel County. Although northern Baltimore County has a large geographic area not currently served by a community college, this large area should be served by a satellite campus from an existing Baltimore County college until there is sufficient population to warrant an additional campus.

Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location, and specific campus enrollment projections.

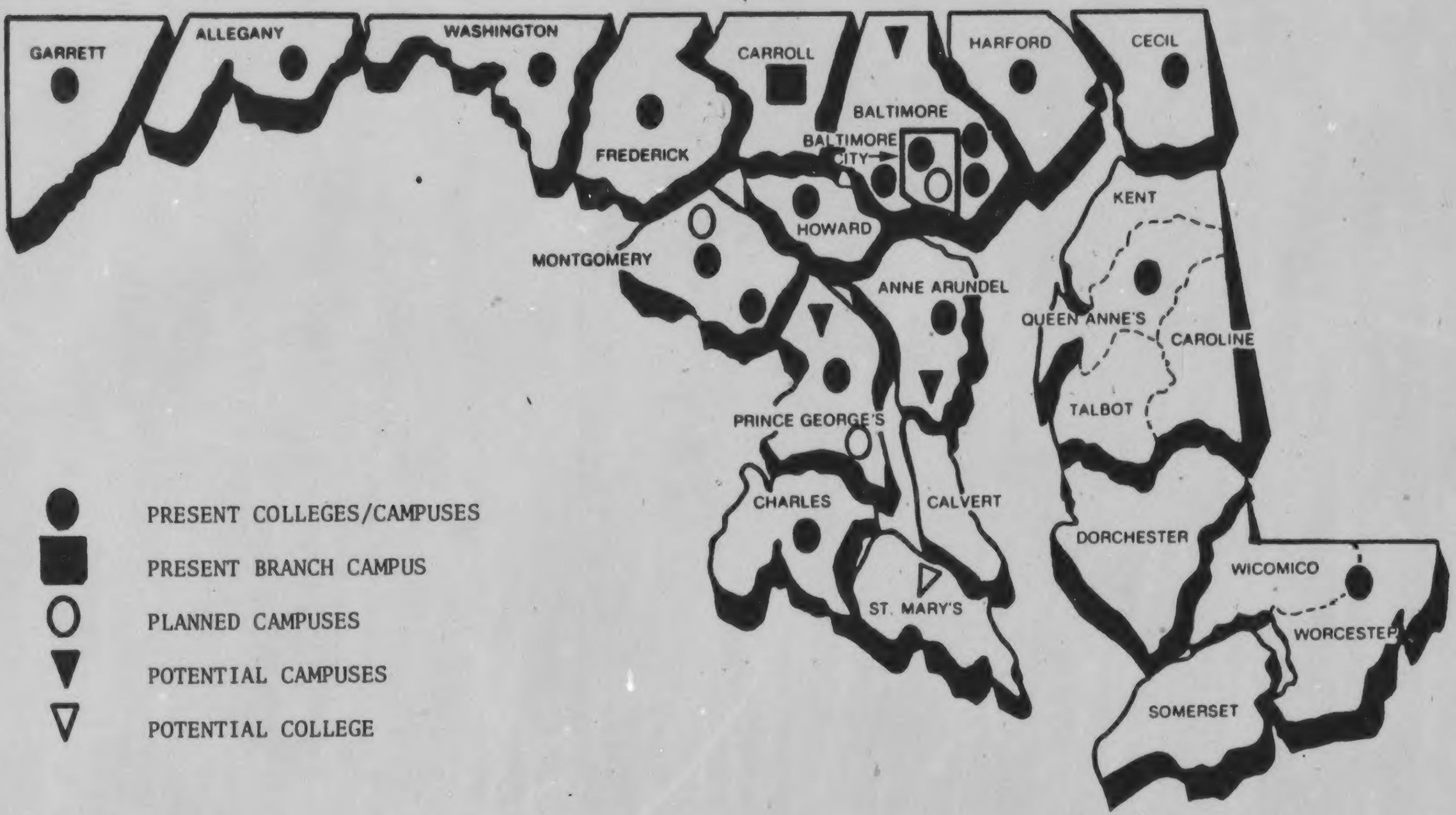
POLITICAL SUBDIVISIONS WITHOUT A COMMUNITY COLLEGE

In Fall 1976, 22 of the 24 political subdivisions in Maryland will be served by a community college. Nearly 99 percent of the total State population resides in these counties and Baltimore City. Map 1 indicates that three geographic areas do not have their own community college--St. Mary's and Calvert Counties, Dorchester and Somerset Counties, and Carroll County. For the first three years of operation, Wor-Wic Tech Community College, established in 1976 to serve the residents of Worcester and Wicomico Counties, will also serve the residents of Dorchester and Somerset Counties at in-county tuition rates. Carroll County will be served by a branch campus established for operation in Fall 1976 by Catonsville Community College. A study is currently underway to determine the postsecondary occupational program needs of Calvert and St. Mary's Counties. This study will be complete in the Summer of 1976.

Published national guidelines for the establishment of new community colleges vary in their determination of the full-time equivalent enrollment necessary to insure the viability of an institution. Based on Maryland's experience over the past twenty-five years, the community college facilities guidelines now state that a projected full-time equivalent enrollment of 700 within five years be recognized as the minimum enrollment guideline for the establishment of a new community college. Using projected enrollment potentials alone, the two-county area in Southern Maryland projects a full-time equivalent student enrollment of at least 700 within five years. Local political subdivisions must initiate and forward to the State Board any request for the introduction of new community colleges or new campuses of existing institutions.

Map 1

MARYLAND COMMUNITY COLLEGES



ALTERNATIVES TO ESTABLISHING PERMANENT FACILITIES

The first alternative to the establishment of a permanent campus in a county without a college is to operate a community college utilizing existing facilities. This has been accomplished at the new Wor-Wic Tech Community College serving Worcester and Wicomico Counties. Another alternative is not to operate a separate community college but to contract with nearby community colleges to establish satellite centers in the county, such as Carroll County has done with Catonsville Community College.

Use of the latter alternative can provide a trial period to test local desire for the establishment of a college. At the end of the trial period, the county can decide whether to (1) discontinue the experiment if the response indicates that community college instruction is unwanted; (2) continue the use of a sateliite campus indefinitely (or for an additional trial period); or (3) plan for the establishment of a local community college.

STATE CAPITAL FUNDING FORMULA

The State provides at least 50 percent of the capital funds required for community college construction on a matching basis for projections which are eligible for support under the State facilities guidelines. In some instances community colleges are eligible for more than 50 percent State aid based upon the level of State support for the local public school system. Regional community colleges are eligible for up to 75 percent in State aid.

Prior to July 1, 1975, the capital construction bonds for Maryland community colleges limited State aid to 50 percent of $6,000 per full-time day equivalent. In those instances where the public school formula was utilized, this limitation was adjusted. Effective with the passage of the FY 1976 bond bill (July 1, 1975), this statutory limit was increased to 50 percent of $8,000 per full-time equivalent using the following formula:

> $6,000 multiplied by the projected full-time equivalent capacity of the college, less the total cost of projects at the college approved by the Board of Public Works prior to the effective date of this act. The result of this calculation to be multiplied by 1.33 (the factor of $8,000 divided by $6,000).

State participation includes site purchases, architect-engineer fees, construction costs, furniture, and equipment.

PAST AND PROJECTED COSTS OF STATE PARTICIPATION IN CAPITAL CONSTRUCTION

The Maryland General Assembly authorized $111,000,000 in State capital construction bonds for community colleges for expenditure in the period FY 1961 - FY 1976. Of this total, State bonds in the amount of $75,163,000 were actually sold by November 1, 1975. Table 12 indicates that $88,425,793 of the $111,000,000 was allocated to the individual institutions by the Board of Public Works. Of this total, $76,086,981 was actually expended through

Table 12

MARYLAND COMMUNITY COLLEGES
PAST AND PROJECTED STATE CAPITAL CONSTRUCTION EXPENDITURES[a]

College	State Bond Authorizations FY 1961-1975		Projected Requirements FY 1977-1986
	Allocated	Expended	
Allegany	$ 2,855,666	$ 2,855,666	$ -
Anne Arundel:			
Arnold	7,076,153	6,737,219	3,914,384
Second Campus[c]	(Bond requirement not projected)		
Baltimore City:			
Liberty Heights	3,091,536	2,799,788	386,470
Harbor	7,245,171	6,750,368	-
Baltimore County:			
Catonsville	8,796,988	7,364,862	900,000
Dundalk	2,473,080	1,465,559	2,527,837
Essex	9,318,786	7,984,919	3,900,000
Fourth Campus[c]	(Bond requirement not projected)		
Cecil	868,758	749,916	1,762,448
Charles	4,140,325	3,660,532	1,039,000
Chesapeake	5,052,794	4,242,185	500,000
Frederick	2,347,916	2,108,916	665,816
Garrett	812,500	812,500	180,000
Hagerstown	2,233,345	2,088,361	740,048
Harford	4,380,861	3,994,955	63,190
Howard	4,201,409	2,160,380	295,443
Montgomery:			
Rockville	8,607,151	8,603,753	807,000
Takoma Park	4,280,500	2,706,488	969,500
Germantown[b]	991,190	844,948	3,939,000
Prince George's:			
Largo	8,966,664	7,470,666	5,300,000
Clinton[b]	685,000	685,000	6,500,000
Third Campus	-	-	6,500,000
TOTAL	$88,425,793	$76,086,981	$ 40,890,136[d]

[a] These figures represent State expenditures only. They will approximate 50 percent of total construction costs.

[b] Planned campus.

[c] Potential campus subject to further study and approval at local and State levels.

[d] Because of the $19,627,001 remaining from previous bond issues (excluding regional), net projected State bond requirement is $21,263,135 for the decade ahead. This total does not include potential colleges in political subdivisions not currently served by a community college.

January 31, 1976. The difference of $12,338,812 represents construction in process but not yet completed.

Column 3 of Table 12 also summarizes the projected allocation requests by institutions for the period FY 1977 - FY 1986. The total projected for this period is $40,890,136 of which $22,574,207 is available from previous bond authorizations. Of the $22,574,207, a total of $2,947,206 is specifically designated for regional colleges leaving $19,627,001 which can be used throughout the rest of the system. Thus, the projected net State bond requirement for the period FY 1977 - FY 1986 is $21,263,135.

The projected construction of facilities for individual community colleges and the capital costs for each are included in Chapter VII. These projections are based upon 1977 dollars and will be updated annually. State appropriations for community college construction averaged $7.4 million annually since FY 1961. Table 13 summarizes the projected State bond requirements for the period FY 1977 - FY 1986.

Table 13

MARYLAND COMMUNITY COLLEGES
PROJECTED BOND REQUIREMENTS
FISCAL YEARS 1977-1986

FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1986	TOTAL
$15,688,797	$9,944,690	$1,615,589	$509,860	$1,750,000	$11,381,200	$40,890,136

CONSTRUCTION PRIORITIES

The construction priority list (Table 14) was approved by the State Board for Community Colleges August 14, 1975. The fiscal year 1977 construction priority list will be approved in July 1976 by the State Board.

Table 14

MARYLAND COMMUNITY COLLEGES
COMMUNITY COLLEGE CAPITAL PROJECTS ELIGIBLE FOR STATE ASSISTANCE UNDER BOARD OF PUBLIC WORKS APPROVED GUIDELINES
(Including all Projects Listed on Previous Priority Lists)

Priority	College	Project	Estimated State Share
1	Charles	Water Storage Tank - Construction	$ 134,523[a]
2	Dundalk	Physical Education Building - Construction	840,504
3	Montgomery	Germantown - Construction	4,425,000
4	Catonsville	Humanities-Classroom Building Furniture & Equipment	100,000
5	Anne Arundel	Parking Lot - Construction	215,925
6	Montgomery	Takoma Park, Physical Education Building - Construction	829,673
7	Anne Arundel	Theater - Construction	420,513
8	Baltimore	Nursing Education Facility - Construction, Furniture & Equipment	237,468
9	Dundalk	Site Development, Phase II - Construction	141,000
10	Hagerstown	Assembly Building - Construction	578,606
11	Dundalk	Athletic Fields - Construction	123,500
12	Catonsville	Administration-Faculty Office Addition - Furniture & Equipment	50,000
13	Anne Arundel	Administration Building - Furniture & Equipment	40,000
14	Essex	Science Laboratory Modifications - Construction, Furniture & Equipment	42,500[a]
15	Prince George's	Library Addition - Design & Construction	2,238,000*
16	Howard	Library Alterations - Design & Construction	187,101

Priority	College	Project	Estimated State Share
17	Essex	Maintenance-Operations Building - Design, Construction, Furniture & Equipment	$ 342,000
18	Charles	Assembly Building - Design & Construction	729,175
19	Cecil	Physical Education Building - Design, Construction, Furniture & Equipment	675,484[a]
20	Cecil	Vocational-Technical Arts Wing - Design, Construction, Furniture & Equipment	172,371
21	Frederick	Assembly Building - Design & Construction	585,079
22	Anne Arundel	Library Alterations - Design, Construction, Furniture & Equipment	340,018
23	Prince George's	Physical Education Addition - Design & Construction	1,293,000*
24	Prince George's	Science Addition - Design & Construction	1,090,800*
25	Prince George's	Road & Exit - Design & Construction	432,500*
26	Montgomery	Rockville, Parking Spaces - Design & Construction	144,413
27	Dundalk	Humanities-Classroom-College Services - Design, Construction, Furniture & Equipment	1,229,700
28	Essex	Site Development, Parking - Design & Construction	854,500
29	Prince George's	Site Development - Design & Construction	215,200*
30	Catonsville	Site Development & Parking - Design & Construction	402,500
31	Prince George's	Central Administration-Media Center - Design & Construction	1,483,250*[b]

Priority	College	Project	Estimated State Share
32	Frederick	Parking Lot - Design & Construction	$ 70,263[a]
33	Catonsville	Central Monitoring System - Design & Construction	100,000
34	Essex	Library Addition - Design, Construction, Furniture & Equipment	735,000
35	Catonsville	Site Development - Design & Construction	200,000
36	Harford	Library Alteration - Design, Construction, Furniture & Equipment	175,000
37	Prince George's	Clinton Construction - Design & Construction	3,382,600*
38	Prince George's	Alteration to Bladen Hall - Design & Construction	170,000[a]
39	Anne Arundel	Student Center Addition - Design, Construction, Furniture & Equipment	705,500
40	Anne Arundel	Engineering-Erosion Analysis - Design	15,000
41	Anne Arundel	Physical Education Addition - Design, Construction, Furniture & Equipment	375,839
42	Garrett	Tennis Courts - Design & Construction	32,350
43	Montgomery	Down County Campus - Site Acquisition	1,750,000[b]
44	Montgomery	Fairlands - Site Acquisition	575,000[b]
45	Anne Arundel	Physical Plant Addition - Design & Construction	119,254
46	Anne Arundel	Site Improvements - Design & Construction	42,500
47	Anne Arundel	Second Primary Feeder Line - Design & Construction	16,500
48	Anne Arundel	Site Development - Design & Construction	114,000

Priority	College	Project	Estimated State Share
49	Anne Arundel	Science Building Renovation - Design & Construction	$ 109,860
50	Hagerstown	Utilities - Design & Construction	40,500
51	Hagerstown	Administration Building Addition - Design & Construction	68,000
52	Garrett	Parking Lot - Design & Construction	32,336
53	Montgomery	Rockville, Central Administration Building - Design & Construction	394,500
54	Catonsville	Historical Renovation - Design & Construction	53,000
55	Catonsville	Energy Plant Addition - Design & Construction	150,000
56	Essex	Office Building - Design, Construction, Furniture & Equipment	280,000
57	Charles	Site Drainage	10,000
58	Howard	Furniture & Equipment	108,342
	TOTAL REQUESTED STATE CAPITAL EXPENDITURES		$30,419,647
	TOTAL OF PROJECTS FOR WHICH LOCAL FUNDING IS NOT ANTICIPATED		10,135,350
	TOTAL POSSIBLE REQUIREMENTS IN FISCAL YEAR 1976		$20,284,297

* Facilities needed to accommodate Prince George's Community College projected students. However, the County government has not agreed to finance their share in fiscal year 1976 for these projects.

[a] Funds for this project have been allocated by the Board of Public Works.

[b] This project has been withdrawn by the college.

V. OBJECTIVES, IMPLEMENTATION STRATEGIES, AND PROGRESS

Within this chapter, six major goal areas, as described in Chapter III, are presented. Objectives are established which will assist the State Board and the community colleges as they strive to reach their goals.

Implementation strategies are given through which individual objectives can be accomplished. In those cases where substantial progress has been made toward achievement of these objectives, detail of the progress is noted. Where possible, time frames which assist in the monitoring and evaluation of progress are established for each objective. Evaluation mechanisms, where applicable, for each objective are described in detail in Chapter IX.

GOAL 1 - TO COORDINATE AND ASSIST IN THE DEVELOPMENT OF A HIGH QUALITY COMMUNITY COLLEGE SYSTEM

Objective 1.1

The State Board for Community Colleges, in coordination with the community colleges, will report to the Governor and General Assembly on those changes in law deemed necessary to assist system coordination and development.

Objective 1.2

The State Board for Community Colleges will study, seek authorization where necessary, and implement a revised plan of agency staffing to better assist individual community college staffs in taking coordinated action on problems of common concern.

Objective 1.3

The State Board for Community Colleges will request additional State funds to implement a program of "grants-in-aid for the prompt and adequate planning of new colleges and new programs in existing colleges," as required of the State Board by Section 8(d) (13) of Article 77A.

Time Frame

The State Board for Community Colleges will act on these objectives prior to January 1977.

GOAL 2 - TO PROVIDE EQUAL ACCESS TO COMMUNITY COLLEGES FOR ALL MARYLAND CITIZENS

Objective 2.1

By 1980, community college enrollment will reflect the same racial composition that exists within the community college service area.

Implementation Strategies

1. Community colleges should develop, implement, and publish affirmative action programs to assure equal educational and employment opportunities and submit them to appropriate State and federal agencies.
2. Community colleges should continue to emphasize developmental programs and services so that the open admissions policy will not become a revolving door for minority students.
3. Where appropriate, community colleges should develop programs designed to meet the special interests of minority students.
4. Community colleges should continue to inform the community of instructional programs and financial assistance available to students.
5. Community colleges should, where possible, provide means of transportation to service areas where large numbers of minority students reside.
6. Community colleges should make every effort to increase the percentage of minority faculty administrators and counselors at the colleges.

Progress Toward Objective 2.1

- Thirteen community colleges have at least the same minority composition that exists within the college's service area.
- Fourteen community colleges have adopted formal programs on affirmative action insuring equal educational and employment opportunities.
- Community colleges systemwide moved from 9.9 percent total black enrollment in 1970 to 18.0 percent in Fall 1975 (an increase of 8.1 percentage points over the five-year period).
- Full-time black enrollment in Fall 1975 (17.8 percent) exceeded the 1980 Statewide goal of 17.4 percent set in the Maryland Desegregation Plan.

- From 1970 to 1975, nine colleges exceeded the 1980 full-time black enrollment projections, four colleges are within 5 percentage points of this projection, and three have substantial progress to make.

Time Frame

By 1977, all community colleges will adopt equal opportunity policies.

By 1978, Maryland community college minority enrollments systemwide will exceed the minority composition of the Statewide total minority population.

Objective 2.2

Maryland community colleges will continue to attract an increasingly diverse student population.

Implementation Strategy

Community colleges should continue to expand services to meet the needs of part-time students, veterans, women, physically handicapped, and senior citizens.

Progress Toward Objective 2.2

- Part-time student enrollment increased from 49 percent of the total community college enrollment in 1970 to 63 percent in 1975.
- In 1970, women accounted for 38 percent of the total community college enrollment, while in 1975 women constituted 40 percent of community college students, closely approximating the State's overall population of 51 percent women.
- Senior citizens are enrolling in greater numbers, taking advantage of legislation enacted by the 1974 General Assembly to take courses at no tuition.
- Community colleges are offering developmental programs to improve English and mathematics skills for those students requiring such services.
- Examples of programs and services offered by the community colleges which provide for the needs of a diverse student population include off-campus programs; programs designed for veterans, women, senior citizens, and other citizens, including the mentally and physically handicapped; day care centers for children of students and faculty; and community cultural programs.

Objective 2.3

The State Board for Community Colleges will continue to encourage counties without community colleges to investigate methods of providing community college services.

Implementation Strategies

1. The State Board for Community Colleges recommends the use of existing facilities to provide community college services.

2. The State Board for Community Colleges recommends the establishment of satellite centers in cooperation with nearby community colleges.

3. The State Board for Community Colleges recommends the establishment of new community colleges where justified.

Progress Toward Objective 2.3

- Based upon a study funded by the State Department of Education, Division of Vocational-Technical Education, Wor-Wic Tech Community College will open in Fall 1976. Wor-Wic Tech will serve Worcester and Wicomico Counties where the estimated July 1, 1976 population is 86,800. The new college will have an occupational program focus and will operate largely with existing community facilities.

- In Fall 1976, citizens in Carroll County will be served by a branch campus of Catonsville Community College. This contractual arrangement will provide comprehensive career and transfer programs to the county's 82,500 residents.

- A study is currently being conducted to assess local interest in occupational programs for St. Mary's and Calvert Counties. The study is funded through the State Department of Education, Division of Vocational-Technical Education.

Objective 2.4

Community colleges in suburban areas should move expeditiously to implement their facilities requirements.

Implementation Strategies

1. Based upon current enrollment projections, the General Assembly should annually enact legislation providing for the sale of capital construction bonds for community colleges over the period FY 1977 through FY 1986 totalling $27,722,973 (see Chapter IV for annual State requirements).

2. To provide facilities and campuses allowed with the Guidelines.

Progress Toward Objective 2.4

- The Statewide net assignable space was 2,407,091 square feet in September 1975. This represents an increase of 175,829 net assignable square feet over September 1974, a growth of 8 percent.
- The State Board for Community Colleges uses a weighted ranking system as the basis for recommending annual allocations of State funds to support community college capital construction projects in order of highest priority.
- In FY 1975, the State Board of Public Works approved a *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland* revision which established new standards for parking facilities, outdoor athletic facilities, and student activity spaces; made changes so that the Guidelines corresponded with the nationwide HEGIS Space Classification System; provided flexibility in planning assembly and storage spaces; allowed for the planning of additional service type facilities utilizing ten-year rather than five-year projections; required the architect-engineer to design facilities within initial budget estimates; and provided for mandatory consideration of the effect of design alternates on both capital and operating costs.
- As of January 30, 1976, the seventeen community colleges have 38 projects under design or construction, representing an additional 647,957 new net assignable square feet of space.
- In the previous Master Plan, a strategy was suggested that the State Board of Public Works establish a special operating account which would provide for the purchase of equipment items currently ineligible under capital construction guidelines. This approach is not feasible, and the strategy has been deleted.

Time Frame

A detailed description of community college projects for FY 1977 through FY 1981 and for FY 1986 is included in Chapter VII.

Objective 2.5

To insure that adequate State financial resources are available for community college operating expenses.

Implementation Strategies

1. In FY 1977 the General Assembly should enact legislation increasing the level of State support from a maximum of $700 to a maximum of $800 per full-time equivalent student.

2. The General Assembly should enact legislation which permits a differential level of State supplemental funding for high cost occupational courses.

3. The General Assembly should enact legislation which permits students to cross political subdivision boundaries without payment of additional tuition where programs are not available locally.

Progress Toward Objective 2.5

- In 1976, the State Board for Community Colleges supported legislation, which was introduced, for each of the strategies listed above.

Objective 2.6

To increase the amount of State scholarship and loan funds available to community college students.

Implementation Strategy

The General Assembly should enact legislation to provide for a more equitable distribution of State scholarship and loan funds to all students demonstrating financial need.

Progress Toward Objective 2.6

- In 1976, the State Board for Community Colleges supported legislation, which was introduced, to implement the strategy listed above.

GOAL 3 - TO PROVIDE HIGH QUALITY, COMPREHENSIVE TRANSFER AND CONTINUING EDUCATION PROGRAM AND SERVICES

Objective 3.1

Community colleges will continue to provide access to baccalaureate institutions by offering high quality transfer programs.

Implementation Strategies

1. The community colleges should provide developmental studies for students who require them as one method of increasing access to transfer programs.

2. Community colleges should continue to develop articulated programs with baccalaureate institutions.

Progress Toward Objective 3.1

- The following projects are representative of local college effort to increase the quality of transfer programs: designation of special transfer counselor, establishment of CVIS computer-assisted guidance programs to help students make transfer plans, publishing of transfer handbooks, approving of Wildlife Management programs to enable students to progress from the associate in arts through graduate degrees.

- All community colleges offer a variety of developmental programs and services, including oral and written communications, study, and mathematical skills.
- In 1974, the Maryland Council for Higher Education established transfer policies which require program articulation involving all public institutions of higher education.

Objective 3.2

Community college graduates of articulated transfer programs shall be guaranteed admission with full junior standing to a public baccalaureate institution.

Progress Toward Objective 3.2

- In 1975, the Maryland Council for Higher Education approved the following policy:

> The State of Maryland should support four-year institutions so that all students in an articulated transfer program who are awarded an associate in arts degree from a public community college shall be admitted with full junior standing to a public four-year institution, unless either the number of students desiring admission exceeds the number that can be accommodated in a particular professional or specialized program or certain circumstances exist which require a limitation being placed on the size of junior programs. In such instances, admission will be based on criteria developed by the receiving instituition to select the best qualified students.

Objective 3.3

Community colleges will continue to provide adult and continuing education, along with community and public service programs within the college service area.

Progress Toward Objective 3.3

- Continuing education efforts included: programs for paraprofessionals working with handicapped children, special service programs for the retarded, surveys of community educational needs, and health related programs.

- In 1972, the State Board for Community Colleges adopted a resolution supporting the expansion of continuing education, community and public service programs.

- The State Board for Community Colleges adopted policies for State participation in the funding of continuing education courses in 1973 and revised them in 1976.

- In 1973, some 30,000 Maryland citizens were enrolled in these courses. By 1975, enrollment increased to 38,000 in some 2,000 different courses. In addition, hundreds of thousands of Maryland citizens participated in and attended concerts, plays, workshops, and other related continuing education activities sponsored by the community colleges.

GOAL 4 - TO OFFER A COMPREHENSIVE SELECTION OF CAREER PROGRAMS, COURSES, AND STUDENT SUPPORT SERVICES TO AID THE PERSONAL AND MANPOWER NEEDS OF THE STATE AND ITS COMMUNITIES.

Objective 4.1

Community colleges will continue to increase access to high quality occupational programs in response to local, regional, and State manpower requirements.

Objective 4.2

By July 1977, community colleges should have appropriate material as a source of information on the world of work and the characteristics of those who populate it.

Objective 4.3

By July 1977, the State Board for Community Colleges should conduct a study to determine the number of trained counselors and other related staff to assist students in career decision making and placement.

Objective 4.4

By July 1977, colleges should develop and implement faculty and staff development programs on current career topics so that these persons are better able to assist students in making optimum educational and career choices.

Objective 4.5[1]

To improve articulation of occupational programs at the secondary and postsecondary levels.

---

[1] Pursuit of objectives 4.5-4.9 is supported through a grant from the Maryland State Department of Education, Division of Vocational-Technical Education.

Objective 4.6

To develop a management information system for occupational programs.

Objective 4.7

To implement a system for the evaluation of occupational programs in community colleges.

Objective 4.8

To investigate the feasibility and limited development of a Statewide system of career information for community college students.

Objective 4.9

To improve the quality of orientation, advisement counseling, career development, and placement of occupational students.

Implementation Strategies

1. Community colleges should move aggressively to introduce nonduplicate artisan, craftsman and service level postsecondary training programs in cooperation with unions, local employers, and lay advisory committees.
2. Community colleges should place increased emphasis on the development of certificate programs.
3. Community colleges should take positive action to develop coordinated occupational programs with those offered in secondary schools.
4. Community colleges should recognize nontraditional credentials for occupational faculty with respect to recruitment, retention, and promotion.
5. Community colleges should award college credit for appropriate work experience and expand opportunities for credit by examination.

Progress Toward Objectives 4.1-4.9

- From 1971 to 1975, occupational programs enrollments increased from 11,865 students (25 percent of the total enrollment) to 29,706 students (39 percent of the total community college enrollment).
- From 1970 through 1975, the State Board for Community Colleges endorsed 163 occupational degree and certificate programs. Of the total 445 degree and certificate programs offered in Fall 1975, 343 were primarily occupational (77 percent).

- Certificates awarded in community colleges have increased 37 percent per year, from 117 in 1970 to 336 in 1975.

- A variety of specific local plans have been implemented to increase occupational program quality. Examples include: enrollment of apprentices in special sections of Electronic Technical programs, use of facilities of private schools for technical courses, Saturday classes for the convenience of students who are employed, and awarding credit for appropriate military training in certain occupational programs.

- In 1975, four community colleges offered a total of 19 apprenticeship training programs in cooperation with Maryland joint apprenticeship councils, unions, and employers.

- The State Board for Community Colleges' *Program Proposal Manual*, adopted in 1974, requires that the college provide evidence that new occupational programs have been actively coordinated with those offered at the secondary level.

- In 1975, twelve community colleges published and forwarded to the State Board for Community Colleges provisions for the recruitment, retention, and promotion of occupational faculty with non-traditional credentials.

GOAL 5 - TO ANALYZE CURRENT AND POTENTIAL SERVICES TO LOCAL COMMUNITIES AND RECOMMEND THOSE MOST PROMISING FOR SYSTEMWIDE DEVELOPMENT

Objective 5.1

By July 1978, to conduct a study of the local services performed by Maryland community colleges and compare them to similar colleges nationally.

Objective 5.2

By July 1979, to conduct a comprehensive economic impact study of community colleges in Maryland on their respective communities, including a focus on the effect of educational programs on the revenues of business and the increase in assessible personal income generated by increased education.

Objective 5.3

By July 1978, to study and recommend policies for State participation in the costs of community development activities.

GOAL 6 - TO INCREASE THE EFFICIENCY OF COMMUNITY COLLEGE OPERATIONS WITHOUT IMPAIRING THE QUALITY OF SERVICES

Objective 6.1

To seek continued improvement in the effectiveness and efficiency of community college instructional programs.

Implementation Strategies

1. Community colleges will assess existing and proposed instructional programs on the basis of established criteria and report their findings to the State Board for Community Colleges.

2. Community Colleges will take action to delete existing programs which fail to meet stated objectives.

3. The State Board for Community Colleges will continually review existing programs to assure that unnecessary program duplication does not exist.

4. The effectiveness of each faculty member should be evaluated at regularly stated intervals and the basis of such evaluation should be made known to the faculty member.

5. Community colleges should allocate within their operating budget funds for conducting instructional research and course development.

6. Community colleges should establish employment and retention policies and make such currently effective policies available to the State Board for Community Colleges.

Progress Toward Objective 6.1

- A *Program Proposal Manual* for Maryland community colleges and *A System for the Evaluation of Career Programs in Maryland Community Colleges* were developed jointly in 1974 by the colleges, the State Board for Community Colleges, and the Division of Vocational-Technical Education. These manuals provide guidelines and procedures for review and evaluation of community college instructional programs based upon the following criteria:

  a) student enrollment,
  b) benchmarks of completion,
  c) manpower requirements and job placement,
  d) program costs, and
  e) recommendation of college program advisory committee.

- In fiscal year 1976, a project was conducted to pilot test the *System for the Evaluation of Career Programs in Maryland Community*

Colleges. The project, funded through a grant from the Maryland State Department of Education, Division of Vocational-Technical Education, was designed to evaluate several career programs as well as provide a trial for the evaluation model. The results will be shared with all community colleges.

- The State Board for Community Colleges is developing a Quantitative Program Data Monitoring system that should be operating by the end of FY 1976. This system will show projected and actual enrollment, program completions, job placement, and salary for each program (HEGIS Code) for each college. Ultimately, cost analysis information will be added. The purpose of the system is to help colleges and the State Board evaluate the quality of career programs.

- Twelve community colleges have institutional research officers providing the colleges with the potential to study the outcomes of college and ways to reduce costs. The remaining community colleges have persons assigned to conduct specific research projects. For example, all colleges participated in the student follow-up study designed to help evaluate their career and transfer missions.

- In 1974, the State Board for Community Colleges analyzed existing programs and reported that there was a minimum of unnecessary program duplication.

- In 1974, all sixteen community colleges indicated that they were regularly evaluating the quality of instruction of each faculty member and informing him of the basis of their evaluation. This action is in conformance with State Board policy established in 1974.

- In 1974, ten community colleges forwarded their current institutional employment and retention policies to the State Board for Community Colleges. This action is in conformance with State Board policies established in 1974.

Objective 6.2

To determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

Implementation Strategies

1. Discipline cost studies should be developed for internal college analysis and as a decision-making tool when coupled with information about benefits and values.

2. Without impairing the quality of instruction, each community college should consider the possibility of increasing its student-faculty ratio by utilizing the following techniques:

a) Increasing class size;

b) Keeping all classes filled, equalizing section enrollments, canceling classes with small enrollments;

c) Offering required courses with small enrollments only in alternate semesters or years;

d) Restructuring curricula to meet new student interests, reducing the number of small classes in areas where student interest has declined;

e) Reducing the number of course offerings, avoiding course proliferation;

f) Consolidating basic courses duplicated in several departments;

g) Phasing out programs which generate an excessive number of small classes;

h) Extensive use of audio-visual materials, such as slides, filmstrips, tapes, films, and computer programming;

i) Establishing and using learning centers and laboratories;

j) Granting credit for course work taken over commercial television and tested on campus;

k) Granting credit by examination for subject material learned outside of college;

l) Enforcing contractual full-time teaching load requirements.[1]

3. The State Board for Community Colleges should conduct annual fiscal post audits and analyze current institutional application of Statewide policies and guidelines.

Progress Toward Objective 6.2

- In 1974, the community colleges and the State Board for Community Colleges developed a discipline cost analysis manual.

---

[1] *Higher Education with Fewer Teachers*, Academy for Educational Development, Inc., October 1972, p.p. 3-4.

- A 1975 State Board survey indicated that many of the identified cost-saving devices are being implemented to increase efficiency.

- In June 1974, all sixteen community colleges agreed to implement the discipline cost analysis system, and fourteen submitted cost analysis information for FY 1975.

Time Frame

In FY 1977, actual discipline cost information will be available for each community college; a committee has been established to assist in review of this information.

In FY 1977, the State Board for Community Colleges will conduct institutional post audit analyses on the basis of established policies and guidelines.

Objective 6.3

To provide for a more efficient and effective community college facilities program.

Implementation Strategies

1. To encourage the use of innovative techniques in the design and construction of new facilities.

2. To develop guidelines for the design of community college facilities which will accommodate new instructional delivery systems and changing program requirements, especially in career fields.

3. To implement energy conservation and maintenance programs in new and existing community college facilities.

4. In response to changing programmatic requirements, the State Board for Community Colleges will develop guidelines for the alteration and renovation of existing community college facilities.

5. To encourage adherence to the principle of life cycle costing in the design and construction of community college facilities.

Progress Toward Objective 6.3

- Innovative techniques in design and construction of new facilities are used continuously.

- The community colleges were encouraged to include contractual requirements for maintenance and operations manuals; they would be used to conserve energy and prolong the life of the building and equipment at a reasonable cost.
- A technical letter was sent to the community college presidents and facilities planners pointing out ways to conserve energy in their heating distribution systems which transport the heating medium, steam or hot water, from the central energy plant to the buildings where the heat is used.

VI. MAJOR POLICY DIRECTIONS AND ACTIONS

Major policy directions are reflected in changes to State Board policy and in proposals from several committees. In 1975, the State Board for Community Colleges approved changes to the *Operational Policies and Bylaws* manual for the Maryland community colleges. The operating policies are based upon the authority and responsibility vested in the State Board for Community Colleges under Article 77A, Sections 1-10 of the *Annotated Code of Maryland*. The policies and bylaws were reviewed for legal sufficiency by the State Attorney General's office (Appendix B). The policies concern students, degree and certificate programs, finances, and facilities.

MAJOR REVISIONS OR ADDITIONS TO *OPERATIONAL POLICIES AND BYLAWS* MANUAL DURING THE PAST FISCAL YEAR

Within the current set of State Board for Community Colleges Operational Policies, General Policy 1.3 states, "The community colleges shall submit data in accordance with the State Board for Community Colleges' data submission schedule and format."

Because of the burgeoning requests for data by the federal government, the Maryland Council for Higher Education, and other agencies, the State Board for Community Colleges believes that colleges should be assured that there is a sensitivity to these requirements and a corresponding sense of responsibility by the State Board in handling the requested data. Therefore, General Policies were amended to include the following additions:

General Policies

1.3.1 The State Board for Community Colleges will coordinate with the Maryland Council for Higher Education and other data collection agencies in an attempt to consolidate and reduce the amount of data to be collected.

1.3.2 The State Board for Community Colleges will clearly state the purpose of each State Board form. The purpose will be stated in a way that reflects the basic problem or issue being addressed.

1.3.3 The State Board for Community Colleges will furnish a brief summary of the aggregate data within six months of the deadline for collection from the colleges.

1.3.4. In all but emergency cases, new forms or changes in existing State Board forms will not be introduced without giving the colleges one year to prepare their systems.

The policies governing State funding for continuing education courses were revised to more clearly define those educational courses which the State Board for Community Colleges would approve for State aid.

Finance

4.5 The State Board for Community Colleges will approve continuing education courses for State funding based upon the following:

4.5.1 All continuing education courses must be submitted to the State Board for Community Colleges.

4.5.2 Approval of continuing education courses will be based upon a review of course descriptions and course objectives.

4.5.3 Recreational courses will not be approved for funding.

4.5.4 Approved continuing education courses will not receive any any other State dollars.

4.5.5 Procedures governing payments to the community colleges are contained in the *Accounting Manual for Community Colleges*.

4.5.6 Student records for enrollment in continuing education courses will be retained by the colleges for a period of not less than five years.

The following addition to the State Board Finance policy clarifies the State Board role in reviewing and approving college contracts.

Finance

4.8 A community college shall receive prior approval from the State Board for Community Colleges before entering into a contractual agreement with any organization or institution which offers instruction leading to the generation of credit which shall be submitted for State aid to community colleges.

In 1975, the State Board for Community Colleges requested that the interpretation of "proposed capacity of the college in numbers of students" (as stated in each community college bond bill) be redefined to use full-time equivalent student enrollment projections rather than full-time day equivalent student enrollment projections. The Maryland Department of State Planning did not object to this new interpretation and the Maryland Council for Higher Education concurred. Therefore, the State Board approved the following policy:

Facilities

5.5 For the purpose of determining the statutory limit on State financial participation in community college capital improvement projects, the proposed capacity of the college in number of students shall be defined as the projected ten-year full-time equivalent enrollment.

REGIONAL PROGRAM DESIGNATION

The *Statewide Master Plan for Community Colleges in Maryland 1975-1985* requested the enactment of legislation which would authorize the State Board to designate community college programs as regional. A review of Article 77A, Section 8(d)(6) appears to give the State Board authority to designate programs as regional but does not grant the authority to grant tuition reimbursement for out-of-county students who attend such designated programs.

In response, the State Board has approved criteria for regional program designation. It is hoped that this will produce the documentation for a defensible case for student tuition chargeback legislation. The following items are to be included in any justification for regional and Statewide programs:

- Definition of region to be served by regional or Statewide program;
- Projected student enrollment within the identified region;
- Demonstrated student interest in the program;
- Identification of special faculty required for specialized courses;
- Identification of current costs, as well as marginal costs, of serving additional students;
- Identification of clinical placement opportunities for specialized programs;
- Projected employment opportunities within the region;
- Provision of evidence of coordination with and acceptance of regionalization of the program by other community colleges within the region;
- Final judgment of all requests for regional programs will be made by the State Board for Community Colleges.[1]

FUNDING OF COMMUNITY COLLEGE CURRENT OPERATING COSTS

The *Statewide Master Plan for Community Colleges in Maryland 1975-1985* called for the State Board for Community Colleges to review the current method of funding community colleges and submit its findings and recommendations to the Governor and the Legislative Council of the General Assembly on October 1, 1975. Following are the recommendations of the report, which were approved by the State Board and which resulted in legislation being introduced into the 1976 General Assembly.

---

[1] See Appendix H for the full text of the Regional Program Designation statement.

- The Committee strongly supported retention of the concept of 50 percent State aid, but also wanted to incorporate into the basic formula some mechanism which would reflect the comparative wealth of the political subdivisions supporting community colleges. The Committee, therefore, voted in favor of 50 percent State aid based upon $1,600 per full-time equivalent student.

- Also, in those political subdivisions where State aid for the public schools exceeds 50 percent, the State's percentage share of the $1,600 cost per full-time equivalent student would be increased to that level, while the local and student shares would be decreased proportionately. The shift to a base of $1,600 for purposes of determining State aid provides up to $100 additional for each full-time equivalent student at every community college.

- In addition, the State would provide an added measure of support for the less affluent counties. There is precedent for tying the variable factor to the level of State aid for public schools. This approach has been used for some time in determining the State's contribution for funding community college capital projects. Since Chesapeake College and Garrett Community College already receive more State aid than would be provided under the proposed formula, the Committee recognized that these two institutions would have to be treated separately.

- The Committee indicated its continued interest in supporting differential funding for occupational courses. This concept should be supported if appropriate legislation is introduced next year.[1]

TASK FORCE TO STUDY CURRENT OPERATING EXPENSES DEFICITS

Unexpected enrollment increases over the past two years have created deficits in the State community college budget. A task force was formed, at the request of the Governor, to cope with the problem. The report of this task force is currently under review and consideration by the Maryland Association of Community College Trustees, the Maryland Association of Counties, the Maryland Council of Community College Presidents, and the Maryland Council for Higher Education. The State Board for Community Colleges will take a formal position on the report of this task force upon receipt of all viewpoints and reactions.

FUNDING COMMUNITY COLLEGE CAPITAL PROJECTS

Currently, community college capital projects are funded on the general basis of 50 percent local funding matched by the State. Funds from the State are provided within Board of Public Works guidelines and bonding limitations. This system of funding has been generally successful over the past fifteen years, during which time the General Assembly has approved $111,000,000 in community college construction bonds. The *Statewide Master Plan for Community Colleges in Maryland 1975-1985* called for the creation of a task force to study the current funding pattern for capital projects and to consider possible alternative methods of funding such projects. The appointment of this study committee has been postponed because the State Board did not request additional bond money for fiscal year 1976 and because of fewer local funding problems.

---

[1] See Appendix I for the complete Committee report.

VII. IMPLEMENTATION FISCAL YEARS 1977-1986:
COLLEGE PROFILES

Plans for Statewide implementation have been given in Chapter IV and are summarized as follows:

State Aid	Table 1	Page 21
Student Enrollment	Table 3, Graph 1	Pages 30, 31
Programs	Table 4	Page 35
Facilities	Table 11	Page 45

This chapter provides a brief overview of the present status and future growth of the individual community colleges in the areas of enrollment, programs, facilities, and finance. Current program offerings for each institution are identified, followed by a listing of proposed new programs to be introduced annually over the next five-year period.[1] Program priorities have been established for Fall 1977 and Fall 1978.

Ten-year enrollment projections have been prepared for each institution. For financial planning purposes, enrollment data are summarized in terms of full-time equivalent students. For facilities planning purposes, enrollment data are summarized for full-time day equivalent students. Enrollment data are followed by a listing of existing campus facilities and projections of annual space needs for each institution through FY 1981. A five-year summary projection through 1986 is also included. Projected State capital construction costs are limited by the current bond maximum per full-time day equivalent student and the community college facilities guidelines.

The profile of each institution includes a ten-year projection of annual operating costs. Expenditures for each college are based upon enrollment projections and the estimated cost per full-time equivalent student.

Enrollment projections, the proposed introduction of new programs, facilities requirements, and estimates of operating and capital costs for each institution will be updated annually. These data will serve as the basis for requesting State operating and capital funds, as well as for the review of program proposals by the State Board for Community Colleges.

---

[1] Instructional programs are classified according to the HEGIS taxonomy since this coding structure is widely used for reporting purposes. These titles are used for comparability and may not correspond exactly to the program title used by the college. In addition, the taxonomy does not reflect options within individual programs.

ALLEGANY COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Description*	*HEGIS Code*	*Description*

Present Programs - Certificate

5001	Business Training	5202	Dental Assisting
5005	Secretarial Science	5306	Automotive Technology
5101	Data Processing	5505	Law Enforcement

Present Programs - Associate Degree

4910	Arts & Sciences	5205	Medical or Biomedical Laboratory Assistant Technology
4920	Biological & Physical Sciences		
4930	Humanities & Social Sciences	5208	Nursing
4950	General Studies	5216	Psychiatric Technologies
4960	Teacher Education	5301	Engineering
4970	Business	5305	Chemical Technology
5001	Business Administration	5306	Automotive Technology
5005	Secretarial Science	5311	Electromechanical Technology
5101	Electronic Data Processing Technology	5312	Quality Control Technology
		5403	Forest Technology
5203	Dental Hygiene	5506	Recreation Leadership

New Programs, Fall 1976

5008	Media Technology

Projected Programs - In Priority Order

	Fall 1977		*Fall 1978*
5503	Teacher Aide	5402	Horticulture Technology
5207	Radiology Technology	5206	Veterinarian Assistant

Projected Programs - Not In Priority Order

	Fall 1979
5409	Environmental Science

* *

ALLEGANY

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	925	927	930	933	936	976
Library College Center Humanities Science Gymnasium Services	157,026					
Vocational-Technical Center						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$2,855,666	$2,855,666	- 0 -	- 0 -

* *

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	1,748	1,800	1,810	1,820	1,830	1,850
Cost/FTE	$ 1,540	$ 1,600	$ 1,660	$ 1,720	$ 1,780	$ 2,020
Expenditures	$ 2,691,920	$ 2,880,000	$ 3,004,600	$ 3,130,400	$ 3,257,400	$ 3,737,000

ANNE ARUNDEL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5103	Electronic Data Processing	5315	Mechanical Technology
5310	Electronics	5503	Instructional Aide

Present Programs - Associate Degree

HEGIS Code	*Description*	*HEGIS Code*	*Description*
4910	Liberal Arts & Sciences	5208	Nursing
4920	Pre-Professional Science	5216	Human Services
4930	Government Service	5304	Architectural Technology
4940	Engineering	5309	Civil Technology
4950	General Studies	5310	Electrical Engineering Technology
4960	Teacher Education		
4970	Business & Public Administration	5315	Mechanical Engineering Technology
5002	Financial Accounting		
5004	Retail Management	5406	Ocean Engineering Technology
5005	Secretarial Science	5505	Law Enforcement
5007	Multi-Media Technology	5506	Social Work
5103	Electronic Data Processing		

Projected Programs - In Priority Order

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Fall 1977		*Fall 1978*
5401	Environmental Studies	5599	Urban Studies
5004	Real Estate	5101	Computer Science
5304	Urban Development	5008	Journalism
5004	Management	5505	Corrections
5005	Verbatim Reporting	5310	Maintenance
5001	General Business Technology		

Projected Programs - Not In Priority Order

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Fall 1979		*Fall 1980*
5317	Construction	5012	Graphic Arts
5012	Commercial Art	5399	Technical Writing
5317	Heating & Refrigeration	5403	Conservation Technology
5299	Physician's Assistant	5311	Electromechanical Technology
5099	Insurance	5202	Dental Assistant
5406	Recreation		

Fall 1981

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5003	Banking	5011	Transportation Technology

* *

ANNE ARUNDEL

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	2,622	2,797	2,971	3,146	3,320	3,461
Library } Science } Humanities } Physical Education } Career } Student Center } Physical Education Addition }	191,788					
Administration	10,452					
Theater Arts		7,926				
Classrooms		16,000				
Student Center Addition			9,000			
Physical Education Addition			6,800			
Library Alterations						
Physical Plant Addition						
Parking Lot						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
		FY 1977-1981	FY 1982-1986
Allocated	Expended		
$7,076,153	$6,737,218	$3,914,384	- 0 -

* *

ANNE ARUNDEL

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	4,553	4,919	5,293	5,530	5,955	7,655
Cost/FTE	$ 1,829	$ 1,939	$ 2,055	$ 2,178	$ 2,309	$ 2,916
Expenditures	$ 8,327,437	$ 9,537,941	$10,877,115	$12,044,340	$13,750,095	$22,321,980

COMMUNITY COLLEGE OF BALTIMORE

PROGRAMS

Liberty Heights Campus

Present Programs - Certificate

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5005	General Office Aide	5501	Government Service Aide
5008	Communications & Broadcasting	5503	Classroom Aide
5099	Labor Relations	5505	Law Enforcement & Corrections
5202	Dental Assisting	5506	Recreation Aide
5210	Occupational Therapy Assistant	5599	Urban Development Assistant
5310	Electronics Technology		

Present Programs - Associate Degree

HEGIS Code	*Description*	*HEGIS Code*	*Description*
4910	Arts & Sciences	5213	Medical Records Technology
4920	Biological & Physical Sciences	5214	Medical Secretarial
4930	Humanities & Social Sciences	5215	Respiratory Therapy
4940	Engineering	5216	Mental Health Technology
4950	General Education	5219	Physical Therapy Assistant
4960	Teacher Education	5299	Speech Technician
4970	Business Administration	5303	Drafting Technology
5002	Accounting	5304	Drafting Technology
5003	Banking & Finance	5306	Automotive Technology
5004	Management & Marketing	5310	Electronics Technology
5005	Secretarial	5315	Mechanical Technology
5010	Restaurant & Hotel Management	5317	Construction Technology
5008	Radio, Television	5399	Plant Engineering Technology
5012	Art, Music & Music Education, Theatre Arts	5404	Dietary Technology
		5406	Marine Biology
5099	Labor Relations	5501	Government Service Assistant
5101	Data Processing	5503	Early Childhood Education
5203	Dental Hygiene	5505	Correction & Law Enforcement
5204	Dental Laboratory Technology	5506	Human Services Assistant
5205	Laboratory Technology	5506	Recreation Leadership
5207	Radiologic Technology	5507	Fire Protection Technology
5208	Nursing	5599	Urban Development Assistant
5210	Occupational Therapy Assistant	5599	Legal Assistant

New Programs, Fall 1976

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5211	Operating Room Technician	5503	Special Education Assistant in Speech & Hearing Disorders
5299	Emergency Medical Service	5599	Gerontology

BALTIMORE

Liberty Heights

Projected Programs - In Priority Order

Fall 1977

5218	Nursing Home Administration
5505	Criminalistics
5215	Respiratory Technician
5404	Food Service Technologies
5299	Pharmacy Technician
5205	Histology Technician
5207	Radiologic Technician
5208	Occupational Nursing

Fall 1978

5212	Lazar-Electro-Optics
5299	Ultra-Sound Technology
5099	Music Instrument Repair
5402	Horticulture
5205	Cytotechnology
5299	Horticulture Therapy

Projected Programs - Not In Priority Order

Fall 1979

5099	CATV Technology
5212	Optical Technology
5209	Practical Nursing
5299	Renal Dialysis Technology
5299	Cardio-Pulmonary Technology

Fall 1980

5008	Communication Arts
5299	Physician's Assistant
5008	Technical Writing
5299	Anaplastology Technology Prosthetics
5299	Medical Illustration

Fall 1981

5008	Multi-Media Journalism
5299	Circulatory Technician
5217	E.E.G. Technician
5299	Allied Health Planning Assistant

Harbor Campus

Projected Programs - In Priority Order

Fall 1977

5004	Retail Management
5399	Marine Propulsion Technology
5011	Traffic & Transportation Management

Fall 1978

5307	Diesel Technology
5004	Insurance & Real Estate
5599	Volunteer Organization Management
5406	Ship & Boat Operation Maintenance Technology

Projected Programs - Not In Priority Order

Fall 1979

5399	Energy Research & Development Technician

Fall 1980

5308	Welding Technology
5301	Fluidics Technology

BALTIMORE

Harbor

Fall 1979 contd.

5312	Industrial & Manufacturing Technology
5099	Tourism Technology
5004	Supermarket Management

Fall 1980 contd.

5099	Housing Management
5299	Occupational Health & Safety Technology

Fall 1981

5504	Library Technician Technology
5099	Court Reporting
5309	Model Design Technology

* *

PHYSICAL FACILITIES

Liberty Heights

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	3,489	3,197	2,906	2,614	2,322	2,522
Physical Education Library General Administration/Classrooms	188,932					
Nursing Facility	22,583					
Parking Lot						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$3,091,536	$2,799,788	$386,470	- 0 -

BALTIMORE

Harbor

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	600	1,050	1,500	1,950	2,400	2,400
Building A } Building B }	119,728					

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$7,245,171	$6,750,368	- 0 -	- 0 -

* *

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	7,389	8,159	8,780	9,152	9,431	10,661
Cost/FTE	$ 1,520	$ 1,670	$ 1,800	$ 1,950	$ 2,100	$ 2,750
Expenditures	$11,231,280	$13,625,530	$15,804,000	$17,846,400	$19,805,100	$29,317,750

CATONSVILLE COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Present Programs - Certificate		
5002	Business Accounting	5306	Automotive-Engine-Transmission
5005	Secretarial	5309	Surveying Technology
5009	Printing Management	5310	Electronics
5011	Traffic & Transportation Management	5312	Quality Control Technology
5101	Data Processing	5312	Industrial Maintenance Technology
5299	Mortuary Science	5315	Machine & Tooling Technology
5299	Occupational Safety & Health Technology	5317	Construction Technology
5299	Industrial Hygiene	5317	Building Standards
		5500	Police, Law Enforcement, Corrections
	Present Programs - Associate Degree		
4910	Arts & Sciences	5216	Mental Health Associate
4920	Biological & Physical Sciences	5299	Mortuary Science
4930	Humanities & Social Sciences	5299	Occupational Safety & Health Technology
4940	Engineering	5299	Industrial Hygiene
4950	General Education	5304	Architectural & Industrial Drafting
4960	Teacher Education	5305	Chemical Technology
4970	Business Administration	5309	Surveying
5002	Business Accounting	5310	Electronics Technology
5004	Marketing Management	5312	Quality Control
5005	Secretarial	5317	Building Standards
5011	Traffic & Transportation Management	5505	Police Administration & Corrections
5012	Applied Art & Design	5506	Recreation & Parks Leadership
5101	Data Processing Technology	5507	Fire Protection Technology
5205	Medical Laboratory Technology		
5208	Nursing		
	New Programs, Fall 1976		
5001	Materials Management	5004	Real Estate
	Projected Programs - In Priority Order		
	Fall 1977		*Fall 1978*
5508	Government Services Associate	5308	Welding Technology
5310	T.V. Operation & Maintenance Technology	5306	Small Engine Repair
5309	Civil Engineering Technology	5317	Construction & Manufacturing Apprenticeships
5506	Parks Management	5206	Veterinary Science Technology
5007	Photography & Cinematography		

CATONSVILLE

Projected Programs - Not In Priority Order

Fall 1979

5311 Power Transfer Technology
5302 Avionics Technology

Fall 1980

5312 Industrial & Manufacturing Engineering Technology
5303 Machine Design

Fall 1981

5310 Television, Radio & Sound Equipment Repair
5307 Diesel Engine Mechanics
5402 Horticulture
5299 Emergency Medical Services

* *

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	2,777	2,897	3,017	3,137	3,257	3,395
Administration }						
Faculty Office }						
Science }						
Student Service }						
Library }						
Student Union }						
Tudor House }						
Electronics Laboratory }	256,426					
Computer Center }						
Classrooms 1 and 2 }						
Physical Education }						
Technical Arts }						
Physical Education Center, Phase II }						
Central Service	5,367					
Administration-Faculty Addition	13,535					
Humanities-Classroom	33,533					
Tudor House Alteration						
Site Development-Parking (2)						
Central Monitoring System						
Energy Plant Addition						

CATONSVILLE

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$8,796,988	$7,364,862	$900,000	- 0 -

* *

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	6,726	7,439	7,971	8,308	8,561	9,678
Cost/FTE	$ 1,934	$ 2,127	$ 2,304	$ 2,527	$ 2,729	$ 3,713
Expenditures	$13,008,084	$15,822,753	$18,652,140	$20,994,316	$23,362,969	$35,934,414

CECIL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*
5001	Business & Commerce Technology
5201	Health Services Assistant Technology
5201	Medical or Biological Laboratory Assistant Technology

HEGIS Code	*Description*
5312	Metals Fabrication
5501	Public Service Technology
5505	Law Enforcement & Corrections Technology

Present Programs - Associate Degree

HEGIS Code	*Description*
4910	Liberal Arts & Sciences
4920	Biological & Physical Sciences
4930	Humanities & Social Sciences
4940	Engineering
4950	General Studies
4960	Teacher Education
4970	Business Management & Administration
5001	Business & Commerce Technology

HEGIS Code	*Description*
5007	Commercial Photography
5201	Health Services Assistant Technology
5201	Medical or Biological Laboratory Assistant Technology
5317	Construction Trades Technology
5501	Public Service Technology
5505	Law Enforcement & Corrections Technology

Projected Programs - In Priority Order

Fall 1977

HEGIS Code	*Description*
5408	Sanitation Technology
5005	Technical Secretary
5306	Automotive Maintenance
5003	Banking, Credit & Finances

Fall 1978

HEGIS Code	*Description*
5099	Court Reporting
5213	Medical Records Technology
5599	Legal Paraprofessional
5101	Data Processing
5305	Chemical Technology
5402	Business Agriculture
5306	Health, Physical Education, Recreation
5315	Machine Shop
5507	Fire Protection
5404	Food Service Management

Projected Programs - Not In Priority Order

Fall 1979

HEGIS Code	*Description*
5012	Commercial Art
5299	Paramedical Assistant
5403	Forest Technology
5101	Computer Programming

Fall 1980

HEGIS Code	*Description*
5208	Nursing
5008	Commercial Advertising
5004	Insurance
5012	Graphic Art

CECIL

Fall 1979 contd.		*Fall 1980 contd.*	
5508	Personnel Management	5011	Traffic & Transportation Management
5004	Retail Management		
5004	Small Business Management		

Fall 1981

5008	Communication Media	5004	Real Estate
5508	Public Administration	5599	Safety & Health Technician

* *

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	460	489	518	547	576	601
Administration-Classroom	25,545					
Physical Education		15,400				
Classroom & Laboratory			20,000			
Parking						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$868,758	$749,916	$1,762,448	- 0 -

* *

CECIL

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	1,043	1,060	1,070	1,080	1,090	1,125
Cost/FTE	$ 1,600	$ 1,650	$ 1,700	$ 1,750	$ 1,800	$ 2,000
Expenditures	$ 1,668,800	$ 1,749,000	$ 1,819,000	$ 1,890,000	$ 1,962,000	$ 2,250,000

CHARLES COUNTY COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5004	Industrial Management	5301	Engineering Technology
5004	Real Estate	5303	Drafting Technology
5005	Secretarial Science	5309	Surveying
5104	Computer Operator	5504	Library Technology Assistant
5208	Nursing, LPN	5507	Fire Control Technology

Present Programs - Associate Degree

HEGIS Code	*Description*	*HEGIS Code*	*Description*
4940	Engineering	5310	Electronics Technology
4950	General Studies	5399	Pollution Abatement Technology
5004	Industrial Management	5406	Estuarine Resource Technology
5004	Real Estate	5505	Law Enforcement
5005	Secretarial Science	5507	Fire Control Technology
5103	Electronic Data Processing		

Projected Programs - In Priority Order

	Fall 1977		*Fall 1978*
5506	Recreation	5002	Accounting & Finance
5208	Nursing, RN	5503	Physical Education
5104	Computer Maintenance	5599	Paralegal

* *

CHARLES

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	888	991	1,094	1,197	1,299	1,354
Academic	80,398					
Administration, Science, and Technology						
Gymnasium						
Student Service Center						
Learning Resource Center	26,643					
Storm Drainage			8,320			
Assembly						7,500

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$4,140,325	$3,660,532	$739,000	$300,000

* *

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	1,873	2,100	2,120	2,140	2,150	2,200
Cost/FTE	$ 1,888	$ 1,970	$ 2,058	$ 2,054	$ 2,058	$ 2,199
Expenditures	$ 3,536,224	$ 4,137,000	$ 4,362,960	$ 4,395,560	$ 4,424,700	$ 4,837,800

CHESAPEAKE COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*
5001	Business Management
5005	Secretarial Science
5311	Electrical Mechanical Technology
5317	Building & Construction Technology
5402	Agri-Business
5503	Teacher Aide
5505	Law Enforcement

Present Programs - Associate Degree

HEGIS Code	*Description*
4910	Arts & Sciences
4920	Mathematics & Sciences
4930	Humanities & Social Sciences
4950	General Studies
4960	Teacher Education
4970	Business Administration
5001	Business Management Technology
5004	Real Estate
5005	Secretarial Science
5205	Medical Laboratory Technology
5311	Electrical Mechanical Technology
5317	Building & Construction Technology
5406	Marine Technology
5505	Law Enforcement
5506	Recreation Technology

New Programs, Fall 1976

HEGIS Code	*Description*
5404	Food Processing Technology
5010	Hotel-Motel Management

Projected Programs - In Priority Order

Fall 1977

HEGIS Code	*Description*
5310	Radio & Television Technician

* *

CHESAPEAKE

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	314	326	339	351	364	380
Humanities	74,037					
Sciences						
Physical Education						
Library						
Student Union						
Technical Center	11,000					
Swimming Pool	11,000					
Site Development						
Athletic Field						
Entrance Road						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
		FY 1977-1981	FY 1982-1986
Allocated	Expended		
$5,052,794	$4,242,185	$500,000	- 0 -

* *

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	625	625	625	625	625	630
Cost/FTE	$ 3,000	$ 3,200	$ 3,400	$ 3,600	$ 3,800	$ 4,600
Expenditures	$ 1,875,000	$ 2,000,000	$ 2,125,000	$ 2,250,000	$ 2,375,000	$ 2,898,000

DUNDALK COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Present Programs - Certificate		
5312	Industrial Technology	5599	Trade Union Administration
5501	Child Care Center Aide		
	Present Programs - Associate Degree		
4910	Liberal Arts & Sciences	5301	Mechanical & Engineering Technology
4920	Biological & Physical Sciences		
4930	Humanities & Social Sciences	5311	Power Engineer Technology
4950	General Studies	5312	Industrial Technology
4960	Education	5503	Teacher Education
4970	Business Management & Administration	5506	Recreation & Social Work Technology
5004	Business & Industrial Management & Real Estate	5599	Trade Union Administration
		5599	Legal Assistant
	New Programs, Fall 1976		
5002	Accounting	5007	Photography
	Projected Programs - In Priority Order		
	Fall 1977		*Fall 1978*
5099	Actuarial Science	5304	Drafting, Architecture, & Industrial
5299	Alcoholic Counseling		
	Projected Programs - Not In Priority Order		
	Fall 1979		*Fall 1980*
5405	Home Economics	5308	Welding
		5317	Construction & Building Technologies
	Fall 1981		
5299	Sports Medicine		

* *

DUNDALK

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	712	800	889	977	1,065	1,110
Administration-Classroom} Classroom No. 1	}34,985					
Library	18,982					
Physical Education	35,070					
Humanities-Classroom		21,243				
Site Development-Parking Athletic Fields						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$2,473,080	$1,465,559	$2,527,837	- 0 -

* *

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	1,881	2,100	2,241	2,650	2,800	3,000
Cost/FTE	$ 2,050	$ 2,150	$ 2,250	$ 2,350	$ 2,450	$ 2,500
Expenditures	$ 3,856,050	$ 4,515,000	$ 5,042,250	$ 6,227,500	$ 6,860,000	$ 7,500,000

ESSEX COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5001	Small Business Management	5202	Dental Assisting
5003	Banking	5299	Speech & Hearing Science
5005	Secretarial Science	5303	Drafting Technology
5201	Health Services Management	5399	Computer Science

Present Programs - Associate Degree

HEGIS Code	*Description*	*HEGIS Code*	*Description*
4910	Arts & Sciences	5205	Medical Laboratory Technician
4920	Biological & Physical Sciences	5207	Radiologic Technology
4930	Humanities & Social Sciences	5208	Nursing
4940	Engineering	5216	Mental Health Associate
4950	General Studies	5299	Nuclear Medicine Technician
4960	Teacher Education	5299	Physician's Assistant
4970	Business Management	5299	Speech & Hearing Science
5001	Business Management	5312	Industrial Technologies
5002	Accounting	5399	Computer Science
5003	Banking	5503	Education Technologies
5004	Industrial Management	5505	Criminal Justice
5005	Secretarial Technologies	5506	Social Service Assistant
5201	Health Services Management	5508	Urban Development Assistant
5202	Dental Assisting	5508	Public Administration & Management Technology

New Programs, Fall 1976

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5099	Court & Conference Reporting	5206	Veterinarian Assistant

Projected Programs - In Priority Order

	Fall 1977		*Fall 1978*
5212	Optical Technology	5399	Materials Science Technology
5099	Insurance	5008	Communications Arts
5001	Small Business Management	5213	Medical Records Technician
5099	Travel Agent Associate		

Projected Programs - Not In Priority Order

	Fall 1979		*Fall 1980*
5001	Office Management	5212	Laser Electro-Optical Technician
5505	Forensic Science	5402	Plant Science

ESSEX

Fall 1979 contd.

5408 Environmental Science Technology
5007 Photography

Fall 1980 contd.

5203 Dental Hygiene
5215 Respiratory Therapy
5404 Food Science Technology
5201 Health Education Assistant
5007 Medical Photography
5599 Juvenile Services

Fall 1981

5012 Commercial Display
5099 Fashion Design & Merchandising
5302 Aircraft Maintenance & Repair
5299 Histotechnician
5299 Cytotechnology
5406 Marine Operations Technology
5011 Traffic Management
5310 Appliance Repair

* *

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	2,825	3,930	4,036	4,141	4,246	4,427
Instructional-Administration	241,187					
Humanities & Arts						
Library						
Physical Education						
Science-Allied Health						
Social Science-Counseling Center	31,173					
Greenhouse			734			
Maintenance & Operations			8,553			
Library Addition				5,708		
Administration Annex				6,000		
Career Educational Center					31,700	
Site Development-Parking						

ESSEX

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
		FY 1977-1981	FY 1982-1986
Allocated	Expended		
$9,318,786	$7,984,919	$3,900,000	- 0 -

* *

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	6,363	7,019	7,535	7,854	8,093	9,149
Cost/FTE	$ 1,724	$ 1,764	$ 1,772	$ 1,823	$ 1,875	$ 2,546
Expenditures	$10,969,812	$12,381,516	$13,352,020	$14,317,842	$15,174,375	$23,293,354

FREDERICK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5005	Secretarial Science	5310	Electronics Technology
5101	Data Processing		

Present Programs - Associate Degree

4910	Arts & Sciences	5005	Secretarial Science
4920	Biological & Physical Sciences	5101	Data Processing
4930	Humanities & Social Sciences	5208	Nursing
4950	General Studies	5302	Aircraft Maintenance
4960	Teacher Education	5310	Electronics Technology
4970	Business Administration	5506	Recreation & Social Work

New Programs, Fall 1976

5205	Bio-Medical Laboratory Technician	5505	Administration of Criminal Justice

Projected Programs - In Priority Order

	Fall 1977		*Fall 1978*
5317	Construction Technology	5003	Banking & Financial Management
5599	Legal Assistant	5506	Social Service Assistant
		5309	Surveying & Drafting
		5306	Automotive & Truck Service Technician

Projected Programs - Not In Priority Order

	Fall 1979		*Fall 1980*
5402	Agricultural Technology	5302	Avionics
5403	Park Management	5304	Architectural Drafting
5005	Office Administration	5213	Medical Records
5012	Graphic Communication	5099	Journalism & Technical Writing

Fall 1981

5299	Bio-Medical Instrumentation	5312	Industrial Technology
5210	Occupational Therapy Assistant	5408	Environmental Control Technician

* *

FREDERICK

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	674	717	759	801	844	880
Administration & Library	78,258					
Science Laboratory						
Classroom & Student Service						
Gymnasium						
Completion Building C						
Assembly Building		9,164				
Classroom & Laboratory Building I		20,000[a]				
Student Service Center		6,000[a]				
Swimming Pool			7,000			
Learning Resources Center				13,333[a]		
Lecture Hall II					2,000[a]	
Classroom & Laboratory Building II						20,000[a]
Lecture Hall III						2,000[a]
Storage						200[a]
Greenhouse II						200[a]

[a] College plans to design and construct these projects entirely with Local funds if in excess of State Guidelines for community colleges at time project is processed. Therefore, no State funds are projected for these facilities.

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$2,347,916	$2,108,916	$665,816	- 0 -

* *

FREDERICK

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	1,602	1,800	1,930	2,012	2,073	2,344
Cost/FTE	$ 1,700	$ 1,870	$ 2,057	$ 2,263	$ 2,489	$ 3,708
Expenditure	$ 2,723,400	$ 3,366,000	$ 3,970,010	$ 4,553,156	$ 5,159,697	$ 8,691,552

GARRETT COMMUNITY COLLEGE

PROGRAMS

Present Programs - Associate Degree

HEGIS Code	*Description*	*HEGIS Code*	*Description*
4910	Arts & Sciences	5005	Secretarial Science
4950	General Studies	5401	Environmental-Renewable Resources
5001	Business	5501	Human Services Technology

New Program, Fall 1976

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5317	Maintenance Technology		

Projected Programs - In Priority Order

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Fall 1977		*Fall 1978*
5229	Veterinary Science Technology	5499	Mining Technology
5402	Horticulture	5012	Art
5003	Banking	5099	Insurance

Projected Programs - Not In Priority Order

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Fall 1979		*Fall 1980*
5314	Music, Instrument Repair	5008	Commercial Advertising

* *

GARRETT

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	212	226	239	253	266	278
Commons } Academic } Gymnasium}	34,475					
Student Service Center		4,000				
Pave Parking Lot & Drive						
Tennis Courts						
Glaze Connecting Corridor						
Alteration to Partition						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$812,500	$812,500	$180,000	- 0 -

* *

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	573	575	575	575	600	600
Cost/FTE	$ 2,500	$ 2,500	$ 2,555	$ 2,620	$ 2,680	$ 3,000
Expenditures	$ 1,432,500	$ 1,437,500	$ 1,469,125	$ 1,506,500	$ 1,608,000	$ 1,800,000

HAGERSTOWN JUNIOR COLLEGE

PROGRAMS

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Present Programs - Certificate		
5005	Clerk-Typist	5505	Correctional Services
5005	Secretarial Administration	5505	Police Services
	Present Programs - Associate Degree		
4910	Arts	5207	Radiologic Technology
4920	Science, Mathematics	5208	Nursing
4930	Communications	5311	Electrical Engineering Technology
4940	Engineering		
4950	General Studies	5315	Mechanical Engineering Technology
4960	Teacher Education		
4970	Business Administration	5404	Food Service Management
5002	Accounting & Business	5503	Early Childhood Instructional Aide
5004	General Merchandising		
5005	Executive Secretarial	5505	Administration of Justice
5101	Data Processing		
	New Programs, Fall 1976		
5004	Supervisory Development Training	5201	Emergency Medical Services
	Projected Programs - In Priority Order		
	Fall 1977		*Fall 1978*
5501	Human Services Technology	5011	Transportation Management
5501	Paralegal	5214	Medical Secretary
	Projected Programs - Not In Priority Order		
	Fall 1979		*Fall 1980*
5304	Architectural Drafting Technology	5317	Construction & Building Technology
5599	Occupational Safety Technology		
5099	Agricultural Business Technology	5402	Horticulture Technology
	Fall 1981		
5213	Medical Records Technology	5407	Medical Laboratory Technology

* *

HAGERSTOWN

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	1,098	1,167	1,237	1,306	1,375	1,434
Administration Student Center Library Science Classroom Physical Education Alteration to Career Center Alteration & Addition to Administration	105,463					
Addition to Physical Education	2,900					
Assembly		9,020				
Vehicle Maintenance		663				
Addition to Administration						1,850
Outdoor Athletic Facility						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$2,233,345	$2,088,361	$608,848	$131,200

* *

HAGERSTOWN

FINANCE

Projected Full-time Equivalent Enrollment Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	1,732	1,920	2,055	2,142	2,207	2,495
Cost/FTE	$ 1,833	$ 1,924	$ 2,020	$ 2,121	$ 2,206	$ 2,582
Expenditures	$ 3,174,756	$ 3,694,080	$ 4,151,100	$ 4,543,182	$ 4,868,642	$ 6,442,090

HARFORD COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Present Programs - Certificate		
5005	Secretarial Science	5306	Automotive Technology
5008	Broadcasting	5309	Civil Technology
5009	Photo Offset Lithography	5310	Electronic Technology
5103	Business Computer Programming	5505	Law Enforcement
	Present Programs - Associate Degree		
4910	Arts & Sciences	5012	Graphic Arts-Interior Design
4920	Biological & Physical Sciences	5101	Business Data Processing
4930	Humanities & Social Sciences	5208	Nursing
4940	Engineering	5306	Auto Engineering Technology
4950	General Studies	5309	Civil Engineering Technology
4960	Teacher Education	5310	Electronics
4970	Business Administration	5407	Science Laboratory Technology
5005	Secretarial	5505	Criminal Justice
	New Programs, Fall 1976		
5004	Retail Management	5007	Photography
5004	Real Estate	5008	Broadcasting
	Projected Programs - In Priority Order		
	Fall 1977		*Fall 1978*
5501	Human Services	5499	Equestrian Science
5206	Veterinary Science Technology	5012	Commercial Art
5499	Equestrian Management	5012	Applied Music
5099	Legal Assistant	5010	Hotel-Motel Management
5005	Legal & Medical Secretarial	5004	Supermarket Management
5407	Science Laboratory Technician	5505	Corrections
5001	Insurance	5012	Media Technology
5004	Business Management	5209	Licensed Practical Nursing
5003	Banking & Finance	5101	Data Processing
5008	Communications		
5301	General Engineering Technology		
5306	Automotive		
	Projected Programs - Not In Priority Order		
	Fall 1979		*Fall 1980*
5317	Construction Management	5507	Fire Science

HARFORD

Fall 1979 contd.	
5506	Recreation-Resort Management
5508	Public Administration
5012	Technical Illustration
5213	Medical Records

Fall 1980 contd.	
5301	Mechanical Engineering Technology
5306	Automotive Parts Merchandising
5306	Recreation Vehicle Maintenance

Fall 1981	
5402	Landscape & Turf Management
5011	Public Works Technology
5310	Cable Television Technology
5503	Teacher Assistant

* *

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	1,442	1,526	1,609	1,693	1,771	1,852
Fire Arts	158,950					
Science						
Academic						
Physical Education						
Library						
Vocational-Technical						
Administration						
Community Services						
Student Personnel						
Central Recreation						
Student Center						
Library	36,394					
Conversion of Old Library						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$4,380,861	$3,994,955	$63,190	

* *

HARFORD

FINANCE

Projected Full-time Equivalent Enrollment Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	2,827	3,120	3,363	3,505	3,612	4,083
Cost/FTE	$ 1,787	$ 1,876	$ 1,970	$ 2,069	$ 2,172	$ 2,640
Expenditures	$ 5,051,849	$ 5,853,120	$ 6,625,110	$ 7,251,845	$ 7,845,264	$10,779,120

HOWARD COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	*Description*	*HEGIS Code*	*Description*
5001	Business & Commerce Technology	5299	Biomedical Technology
5004	Retailing	5317	Carpentry

Present Programs - Associate Degree

HEGIS Code	*Description*	*HEGIS Code*	*Description*
4910	Liberal Arts & Sciences	5208	Nursing
5001	Business & Commerce Technology	5299	Biomedical Technology
5010	Hotel & Restaurant Management	5301	Mechanical & Engineering Technology
5101	Data Processing Technology		

New Programs, Fall 1976

HEGIS Code	*Description*
5212	Optometric Technician

Projected Programs - In Priority Order

	Fall 1977		*Fall 1978*
5299	Pharmacy Technology	5317	Air Conditioning
5399	Warehouse Management	5316	Nuclear Technology
4940	Engineering	5206	Animal Science
5007	Photography	5306	Truck Operating & Maintenance

Projected Programs - Not In Priority Order

	Fall 1979		*Fall 1980*
5317	Carpentry-Remodeling	5004	Fashion Merchandising
5399	Building Maintenance	5004	Visual Merchandising
5314	Instrumentation Technology		

Fall 1981

5202	Dental Assisting	5303	Industrial Drafting

* *

HOWARD

PHYSICAL FACILITIES

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Student for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	912	1,082	1,253	1,423	1,593	1,661
Classroom, Laboratories & Library	48,428					
Nursing Education	16,952					
Outdoor Athletic Facilities & Gymnasium	25,096					
Communications Arts		28,609				
Alterations to existing building to convert Learning Resources Center						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$4,201,409	$2,160,380	$295,443	- 0 -

* *

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	1,482	1,620	1,744	1,850	2,035	3,277
Cost/FTE	$ 1,906	$ 2,021	$ 2,142	$ 2,271	$ 2,407	$ 3,221
Expenditures	$ 2,824,692	$ 3,274,020	$ 3,735,648	$ 4,201,350	$ 4,898,245	$10,555,217

MONTGOMERY COMMUNITY COLLEGE

PROGRAMS

Rockville Campus

Present Programs - Certificate

HEGIS Code	*Description*
5005	Shorthand
5005	General Business Studies
5010	Food Management
5104	Computer Operator
5503	Child Care Aide
5503	Instructional Aide
5505	Corrections
5507	Fire Science

Present Programs - Associate Degree

HEGIS Code	*Description*
4910	Arts & Sciences
4920	Biological & Physical Sciences
4930	Humanities & Social Sciences
4940	Engineering
4950	General Education
4960	Education
4970	Business Administration
5002	Accounting
5004	Management
5005	Secretarial Science
5007	Photography Technologies
5008	Radio & Television
5009	Printing Technology
5010	Hotel-Motel Management
5010	Food & Beverage Management
5012	Advertising Art
5103	Computer Science & Technology
5105	Data Processing Equipment Maintenance Technology
5304	Architectural & Construction Technology
5309	Civil Engineering Technology
5310	General Engineering Technology
5310	Electronic Technology
5315	Mechanical Engineering Technology
5505	Criminal Justice
5506	Recreation Leadership
5507	Fire Science
5508	Geography, Cartography, & Community Planning

Projected Programs - In Priority Order

Fall 1978

HEGIS Code	*Description*
5306	Automotive Technology
5317	Construction Management
5010	Travel, Tourism
5405	Dietetic Technician
5501	Legal Aide
5012	Graphic Design

Projected Programs - Not In Priority Order

Fall 1979

HEGIS Code	*Description*
5008	Printing Technology

Fall 1980

HEGIS Code	*Description*
5505	Industrial Retail Security

MONTGOMERY

Rockville

Fall 1979 contd.

5008	Film Production
5008	Radio Production
5004	Club Management
5004	Hospital Management
5004	Condominium Management

Fall 1980 contd.

5501	Court Reporting
5005	Secretarial Supervisor
5299	Speech Pathology
5503	Child Care Aide
5501	Cultural Resources Technician
5004	Music Merchandising
5201	Gerontology
5004	Fashion Merchandising
5012	Music Performance

Fall 1981

5314	Instrument Repair
5102	Management Information System

Takoma Park Campus

Present Programs - Certificate

5005	Shorthand
5005	General Business Studies
5202	Dental Assisting
5214	Medical Assistant

Present Programs - Associate Degree

4910	Arts & Sciences
4920	Biological & Physical Sciences
4930	Humanities & Social Sciences
4940	Engineering
4950	General Education
4960	Education
4970	Business Administration
5005	Secretarial Science
5103	Computer Science & Technology
5202	Dental Assisting
5204	Dental Laboratory Technology
5205	Medical Laboratory Technician
5207	Radiologic Technology
5208	Nursing
5214	Medical Assistant & Medical Office Assistant Technology
5216	Mental Health

Projected Programs - In Priority Order

Fall 1978

5299	Biomedical Equipment Technician

Projected Programs - Not In Priority Order

Fall 1979

5203	Dental Hygienist

MONTGOMERY

Germantown Campus

Projected Programs - In Priority Order

Fall 1978

5311	Electromechanical Technology
5004	General Merchandising

* *

PHYSICAL FACILITIES

Rockville

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	5,903	4,986	5,468	4,951	4,950	4,950
Academic }	409,490					
Administration }						
Student }						
Science }						
Gymnasium }						
Technical }						
Library }						
Central College Office			10,000			
Additional Parking						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$8,607,151	$8,603,753	$807,000	- 0 -

MONTGOMERY

Takoma Park

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	1,750	1,750	1,750	1,750	1,750	1,750
Classroom-Laboratory & Office Clusters	32,509	6,858[a]				
Addition to Science	26,424					
Addition to Library	23,496					
Alteration to Science	13,333					
Alteration to Library	6,734					
Student Service Center	9,924	6,289[a]				
Physical Education		28,840				
Assembly					15,880[a]	

---

[a] College plans to design and construct these projects entirely with Local funds. Therefore, no State funds are projected for these projects.

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$4,280,500	$2,706,488	$969,500	- 0 -

MONTGOMERY

Germantown

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	-	1,400	1,400	1,400	1,400	1,400
Classroom			17,203			
Laboratory			26,544			
Office			20,763			
Study			13,347			
Physical Education			14,217			
Audiovisual, Television, Learning Resources			1,146			
Student Service			7,408			
Support			4,798			

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$991,190	$844,948	$3,939,000	- 0 -

* *

FINANCE

Projected Full-time Equivalent Enrollment Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	9,951	10,979	11,770	12,267	12,641	14,291
Cost/FTE	$ 2,566	$ 2,873	$ 2,966	$ 3,180	$ 3,310	$ 3,683
Expenditures	$25,534,266	$31,542,667	$34,909,820	$39,009,060	$41,841,710	$52,633,753

PRINCE GEORGE'S COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	*Description*	*HEGIS Code*	*Description*
	Present Programs - Certificate		
5005	Secretarial Science		
	Present Programs - Associate Degree		
4910	Arts & Sciences	5205	Medical Laboratory
4920	Biological & Physical Sciences	5207	X-Ray Technology
4930	Humanities & Social Sciences	5208	Nursing
4940	Engineering	5216	Mental Health
4950	General Studies	5301	Mechanical Technology
4960	Teacher Education	5303	Drafting Technology
4970	Business Administration	5309	Civil Technology
5002	Accounting	5310	Electronics Technology
5004	Business Management	5311	Electrical Technology
5004	Marketing Management	5312	Industrial Technology
5005	Secretarial	5503	Early Childhood Aide
5101	Data Processing	5505	Law Enforcement
5202	Dental Assisting	5506	Recreation Leadership
		5507	Fire Science Technology
	New Programs, Fall 1976		
5213	Medical Records Technician	5316	Nuclear Medicine Technician
5215	Respiratory Therapist		
	Projected Programs - In Priority Order		
	Fall 1977		*Fall 1978*
5599	Urban Planning Assistant	5313	Fashion Design
5311	Electromechanical Technology	5012	Advertising Art Technology
5204	Dental Laboratory Technology	5302	Aerospace-Aviation Technology
	Projected Programs - Not In Priority Order		
	Fall 1979		*Fall 1980*
5004	Hotel-Motel Management	5508	Public Administration Assistant
5009	Reprographic-Printing Technology	5011	Transportation Technology
	Fall 1981		
5314	Music Equipment Repair Technology		

* *

PRINCE GEORGE'S

PHYSICAL FACILITIES

Largo

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	5,016	5,489	5,963	6,436	6,910	4,990
Administration & Library Classroom & Science Technology Auditorium & Office Gymnasium Student Service Center	222,847					
Classroom Building	79,716					
Library Addition			30,300			
Science Addition			15,084			
Physical Education Addition			22,575			
Alteration to Bladen Hall						
Drainage, Lights & Walks						

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$8,966,664	$7,470,668	$5,300,000	- 0 -

PRINCE GEORGE'S

Clinton

Projected Net Assignable Square Feet and Projected Full-time Day Equivalent Enrollment for Facilities Planning

FISCAL YEAR	1977	1978	1979	1980	1981	1986
PROJECTED FTDE	-	-	-	-	-	1,107
Site Development						
Learning Resources Center, Classroom, & Administration Facility						80,000

Bond Authorizations FY 1961 - FY 1976		Projected Bond Requirements	
Allocated	Expended	FY 1977-1981	FY 1982-1986
$685,000	$685,000	- 0 -	$6,500,000

* *

FINANCE

Projected Full-time Equivalent Enrollment Cost Per Full-time Equivalent Student and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	7,999	8,819	9,590	9,995	10,330	12,227
Cost/FTE	$ 1,771	$ 1,948	$ 2,143	$ 2,357	$ 2,593	$ 3,560
Expenditures	$14,166,229	$17,179,412	$20,551,370	$23,558,215	$26,707,900	$43,528,120

WOR-WIC TECH COMMUNITY COLLEGE

PROGRAMS

New Programs, Fall 1976

HEGIS Code	*Description*	*HEGIS Code*	*Description*
4910	Arts & Sciences	5004	Hotel-Motel Management
5001	Business Management	5005	Secretarial Science
5002	Accounting	5505	Law Enforcement
5004	Retail Management		

Projected Programs - In Priority Order

	Fall 1977		*Fall 1978*
5004	Wholesaling Technology	5207	Medical X-Ray Technology
5317	Automotive Technology	5003	Banking
5208	Nursing	5408	Environmental Technology
5306	Building Trades		
5209	Nursing, LPN		

Projected Programs - Not In Priority Order

	Fall 1979		*Fall 1980*
5304	Drafting Technology	5212	Optometric Technology
5406	Marine Technology	5011	Transportation Technology

Fall 1981

5308	Welding

* *

PHYSICAL FACILITIES

None contemplated

* *

WOR-WIC

FINANCE

Projected Full-time Equivalent Enrollment, Cost Per Full-time Equivalent Student, and Current Operating Expenses

FISCAL YEAR	1977	1978	1979	1980	1981	1986
FTE	150	200	250	300	400	600
Cost/FTE	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,200
Expenditures	$ 300,000	$ 400,000	500,000	$ 600,000	$ 800,000	$ 1,320,000

NOTE: The Finance information contains revised data. Fiscal year 1977 data is not shown in Chapter IV.

VIII. STATUS OF PROPOSALS SUBMITTED

The *Executive Planning Process Guidance Manual* defines a proposal as a plan submitted to deal with a problem for which there is inadequate agency authority or resources. Since no special proposals were made during fiscal year 1976, this chapter is not currently applicable to the State Board for Community Colleges.

IX. PLANS FOR EVALUATION

Planning, coordination, service, and leadership are the four major functions of the State Board for Community Colleges. Within these roles, the State Board has the responsibility for evaluating the effectiveness with which the community colleges and the State Board pursue the goals and objectives in this Plan. This evaluation responsibility is shared by the State Board with the community colleges.

The State Board for Community Colleges has staff assigned in the areas of instructional programs, finance, facilities, student services, research, and data processing. The staff coordinates evaluation of these areas with their counterparts on the individual campuses through Statewide groups. These groups, which include the community college Program Development Council, the Business Officers, the Facilities Planning Committee, the Deans of Students, the Academic Deans, the Occupational Deans, the Institutional Research Group, Data Processing Managers, and the Affirmative Action Officers, have developed evaluation mechanisms within their areas of responsibility. These mechanisms provide indices and criteria for measuring the objectives which constitute the output of the community colleges and the State Board for Community Colleges.

The following is a description of the evaluation systems utilized by the State Board for Community Colleges in measuring progress toward selected objectives. Some objectives are not included because the evaluation is inherent in the objective. For example, Objective 1.1 speaks of submitting a report to the Governor and the General Assembly. This objective will be achieved when the report is submitted. Other objectives are not included because the evaluation process has not been developed. This will be corrected in future plans.

Objective 1.2

The State Board for Community Colleges will study, seek authorization where necessary, and implement a revised plan of agency staffing to better assist individual community college staffs in taking coordinated action on problems of common concern.

Evaluation

The State Board for Community Colleges will design and implement a plan to evaluate the effectiveness of the State Board staff. Effectiveness will be defined as the degree to which the staff has fulfilled its mission--to coordinate and assist the development of Maryland community colleges. The evaluation will be based on the views of community college employees who have a direct, formal contact with members of the State Board staff.

Objective 2.1

By 1980, community college enrollment will reflect the same racial composition that exists within the community college service area.

Evaluation

The *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State*, published in June 1974, contains the evaluation mechanisms for determining progress toward this objective. The plan requires that the community college segment maintain an accurate data base on the racial characteristics of its student body and personnel. Progress reports on the stated objective must be filed semiannually with the Office of Civil Rights, Department of Health, Education, and Welfare. Failure to comply could result in a loss of federal funds. The data base for these progress reports includes the following categories:

Students

- Enrollment by class for each institution;
- Enrollment by major area of study or program;
- Enrollment by part-time and full-time status;
- Retention statistics at various levels, that is, by major programs, institution, segments;
- Graduation results for each major program at each institution, including designation of type of degree(s);
- Distribution of financial aid to include amounts, duration, and percentage of each component of a typical package;
- Transfer data among the public higher education institutions;
- Financial aid with breakdown of types, for example, grants, scholarships, loans, and work-study.

Faculty, Administrators, and Classified Employees

- Designation by rank (lecturer, instructor, assistant professor, associate professor, and professor) and both the median and average salaries of full-time employees for each institution;
- Part-time and full-time designation;
- Length of service within each rank (faculty only);
- Number of tenured faculty;

- Program and/or departmental affiliation (faculty only);
- Academic certification, that is, level of education (faculty only);
- Termination information.

Objective 2.2

Maryland community colleges will continue to attract an increasingly diverse student population.

Evaluation

Information about the sex and part-time status of students will be collected on 1976 HEGIS forms, stored and edited by computer, and printed by colleges and Statewide. Information about students' age and veteran status will also be collected.

Objective 2.4

Community colleges in suburban areas should move expeditiously to implement their facilities requirements.

Evaluation

1. In 1975, the State Board for Public Works approved a revision of the *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland* which enables the State Board for Community Colleges and other appropriate State agencies to determine the eligibility of construction proposals. These guidelines include criteria for the design and construction of classrooms, laboratories, offices, study space, special use facilities, general use facilities, support facilities, and site development.

2. A community college capital construction weighted ranking system has been developed which provides for the allocation of State funds to support community college capital construction projects in order of highest priority. The system utilizes 30 indices in determining project priority for allocation of State funds.

3. The Maryland Council for Higher Education has developed an enrollment projection model which annually provides community college enrollment projections for facilities planning purposes. These are the official State projections for facilities planning as required by the community college facilities construction guidelines.

Objective 3.1

Community colleges will continue to provide access to baccalaureate institutions by offering high quality transfer programs.

Evaluation

1. A Statewide follow-up study is being conducted of all students who entered a community college for the first time in Fall 1972. The study will find:

- The percentage of students who transferred to a four-year college or university;
- The student's grade point average at the transfer institution;
- The number of credits lost in transferring;
- The students' degree of satisfaction with their preparation for transfer work.

All of the above will be available for each community college and as a Statewide total. All follow-up data is stored and analyzed on the computer. Similar studies were conducted about students who entered a community college in Fall 1970 and Fall 1971.

2. Procedures for the exchange of student information among institutions were approved by the Maryland Council for Higher Education in 1973. The procedures have not been implemented pending a legal opinion about their impact on confidentiality. If the student data exchange should become operational, it will assist in the evaluation of transfer programs.

Objective 3.3

Community colleges will continue to provide adult and continuing education, community and public service programs within the college service area.

Evaluation

The State Board for Community Colleges will review the title, description, and objectives of each continuing education course submitted for State aid. If the course is determined to be "recreational," it will not be subsidized with State aid. Records for each course and its enrollment will be kept on the computer for efficient access and analysis of data.

Objective 4.1

Community colleges will continue to increase access to high quality occupational programs in response to local, regional, and State manpower requirements.

Evaluation

1. Information about enrollment and graduations in occupational programs will be collected on 1976 HEGIS forms, stored and edited

by computer, and printed by colleges and Statewide. The Statewide follow-up study of Fall 1972 entering students will find:

- The percentage of students who are employed, full-time and part-time;
- The location of employment;
- Initial annual salary after leaving the community college and present salary;
- Relationship of educational program to job;
- Students' report of how much the college program assisted in increasing theoretical understanding, job skills, obtaining a job, and obtaining salary increases and/or promotions.

All of the follow-up data will be stored and analyzed on the computer and will be available for each college and Statewide. Similar studies were conducted about students who entered a community college in Fall 1970 and Fall 1971.

2. A Quantitative Program Data Monitoring System is scheduled to operate by the end of fiscal year 1976. This system will show projected and actual enrollment, program completions, job placement, and salary for each program (HEGIS code) for each college. Ultimately, cost analysis information will be added.

3. *The System for the Evaluation of Career Programs in the Community Colleges* provides a mechanism for assessing the quality of existing career programs in Maryland community colleges. Criteria included in the manual are:

- The program objective phase which includes the mission of the college, the needs of the community, and the goals of the student which are compared to the stated objectives of the program;
- The program process phase which determines whether or not the instructional process supports the program objectives;
- The program installation phase which determines if the staff, students, facilities, equipment, and materials are adequate to meet the stated objectives;
- The program product phase which determines the number of graduates, completions, and placements;
- Program cost benefit phase which measures program costs in relation to benefits received.

Objective 6.2

To determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

Evaluation

A discipline cost analysis system, developed jointly by the colleges and the State Board for Community Colleges, is being used to determine discipline costs for each institution. These data will be used by the State Board in its studies of funding models for community college operating budgets.

THE ANNOTATED CODE OF MARYLAND

ARTICLE 77A

HIGHER EDUCATION

COMMUNITY COLLEGES

Section 1. ESTABLISHMENT; POWERS OF BOARD OF TRUSTEES; ENROLLMENT OF EMPLOYEES AND PERSONS OVER SIXTY WITHOUT PAYMENT OF TUITION.

(a) Authority to establish and maintain; board of trustees. The board of education of any county and the board of school commissioners of Baltimore City, and until June 30, 1969, with the approval of the State Superintendent of Schools, by appropriate resolution, may establish and maintain community colleges. From and after July 1, 1969, the approval shall be that of the State Board for Community Colleges. For the purposes of administration over these colleges, the board of education shall constitute a board of trustees and governmental corporation; provided, however, that the board of education may, upon appropriate resolution and in accordance with the procedure set forth in Section 9 of this subtitle, transfer its authority and rights under this section to a board of trustees established by Section 9 of this subtitle, shall be vested with the following powers:

(b) General control; records; rules and regulations. To maintain and exercise general control over the community college to keep separate records and minutes and to adopt reasonable rules, bylaws or regulations to effectuate and carry out the provisions of this subtitle.

(c) President; faculty and other employees. To appoint president of the community college and to fix the salaries and tenure of the president, faculty, and other employees. The president shall report directly to the board and recommend the appointment by the board of qualified faculty personnel and such other employees as being necessary for its efficient administration. He shall recommend the discharge of such employees for good cause provided those with tenure shall have reasonable notice of the grounds for their dismissal and an opportunity to be heard. He shall be responsible for the conduct of the college and for the administration and supervision of its departments.

(d) Acquisition of property. To purchase, lease, condemn, or in any other manner acquire real and personal property deemed necessary by the board of trustees for the operation of the community college.

(e) Disposition of assets. To sell, lease, or in any other manner dispose of community college assets, real or personal, at public or private sale provided that the president of the community college and the chairman of the board of trustees are authorized to execute legal conveyances and other documents pursuant to an appropriate resolution of the board of trustees.

(f) Utilizing facilities of board of education. To utilize, if permission is duly granted, any land, buildings, personal assets, or other facilities of the board of education of the county or Baltimore City.

(g) Receipt of funds; acceptance of gifts. To receive local, State, and federal funds to defray the cost of the college program authorized by this subtitle and to accept both conditional and unconditional gifts, as the case may be, from private persons.

(h) Entrance requirements; curricula. To determine entrance requirements and to approve curricula, subject to minimum standards fixed by the State Department of Education until June 30, 1969 and thereafter by the State Board for Community Colleges. If such minimum standards are not met, no certificate of approval shall be issued by the State Department of Education or the State Board for Community Colleges.

(i) Student fees. To charge reasonable fees to students with a view to making college education available at low cost to all qualified persons.

(j) Enrollment of employees without payment of tuition. Full-time classified employees of community colleges may enroll during their nonworking hours, without tuition charge, for classes offered by their community college which have at least ten (10) regularly enrolled students. Such employees shall not be included in the computation of full-time equivalent students for the purposes of funding.

(j-1) Enrollment of persons over sixty without payment of tuition. The board of trustees of a community college may waive the tuition charge of a person who has attained the age of 60 years and who is a resident of the State for enrollment in the community college serving his residential district for any class offered by that community college which has at least ten regularly enrolled students. Such persons shall be included in the computation of full-time equivalent students for the purposes of funding under Section 7 of this Article.

(k) Agreements or contracts. To enter into agreements or contracts with any person, firm, or corporation, or with any county, State, federal or governmental agencies which are deemed by the board of trustees to be necessary or advisable to the establishment, maintenance, and operation of the community college. This power includes agreements between or among the counties and Baltimore City, their county commissioners or councils, and boards of trustees designed to create and support a community college for two or more counties or Baltimore City.

(l) Use of land, buildings, etc., in connection with secondary or vocational education program. To permit the board of education of the county or Baltimore City, as the case may be, to utilize the lands, buildings, and any other facilities of the community colleges in connection with any program of secondary or vocational education administered by said board of education, subject, however, until June 30, 1969 to the prior approval of the State Superintendent of Schools and thereafter of the State Board for Community Colleges.

(l-1) Suits. To sue and be sued.

(m) Garrett County. In Garrett County the board of education, upon a determination to establish a community college and the adoption of an appropriate resolution thereon, shall notify the county commissioners of such determination. The county commissioners may elect, within sixty (60) days from receipt of such notification, to submit the question of whether to establish a community college to the qualified voters of Garrett County at the next general election or at a special election called for that purpose. The board of education shall be authorized and directed to proceed with the establishment of a community college in the event that county commissioners elect not to submit such question to the voters but take no official action against such proposal within the time specified or in the event that the county commissioners elect to submit the question to the voters and the same is approved.

Section 2. REGIONAL COMMUNITY COLLEGES.

(a) Authority to establish. The State Board of Education until June 30, 1969 and thereafter the State Board for Community Colleges may establish regional community colleges for two or more counties or for one or more counties and Baltimore City, subject, however, to the prior approval of the county commissioners, county councils, or city council, as the case may be, for each county (or Baltimore City) to comprise the region and to support such regional community college.

(b) Board of trustees--generally. In the event that pursuant to subsection (a) hereof, a regional community college is created for two or more counties or for one or more counties and Baltimore City, the members of the board of education (or as to Baltimore City, the board of school commissioners) of each county (or Baltimore City) comprising the region and supporting said regional community college shall constitute a board of trustees for the purpose of administration over said regional community college and said board of trustees shall possess all of those powers enumerated in Section 1 of this subtitle. Whenever the participating counties have different numbers of members on their respective boards of education, representation on the board of trustees of the regional community college for any county shall be limited to the number of members on the smallest county school board, and whenever any county's membership on the board of trustees is less than the number of its school board members, the board of education for such county shall elect from its membership those who shall serve on the board of trustees provided that the maximum number of members on the board of trustees shall never exceed twelve with an equal number from each participating county.

(c) Same--Chairman; secretary and treasurer. The board of trustees of each regional community college shall annually elect a chairman from among its membership and shall select some qualified person or persons as secretary of the board and treasurer of the board.

(d) Same--Ex officio members. The county superintendent of schools (or, as to Baltimore City, the superintendent of public instruction) of each political subdivision within the region shall be ex officio members and shall attend all meetings of the board of trustees of the regional community college but shall not vote.

(e) Applicability of subtitle provisions. Except to the extent that they are inconsistent with the provisions of this section, all other provisions of this subtitle shall apply to regional community colleges.

Section 3. APPOINTMENT OF NEW BOARD OF TRUSTEES FOR REGIONAL COMMUNITY COLLEGES.

(a) Any regional board created pursuant to Section 2 which wishes to be divested of its responsibility for the management and control of the regional community college under its supervision may request the Governor to appoint a new board of trustees for said community college.

(b) Upon the request of a board of trustees as provided in subsection (a) of this section, the Governor shall appoint with the advice and consent of the Senate a new board of trustees for the said regional community college. The said board shall consist of seven members to be appointed by the Governor with the advice and consent of the Senate from time to time. Of the seven members appointed (i) one member shall be appointed from the board of education (or board of school commissioners) of each political subdivision in the region and (ii) five members shall be appointed for initial terms of from one to five years respectively and two members shall be appointed for initial terms of six years each. The terms of office of the members of any regional board appointed by the Governor shall commence on July 1 of the year of appointment by the Governor. If any regional board has been created prior to July 1, 1969 and the terms of its members expire on a date other than June 30, the terms of such members shall be extended to the June 30 following the original expiration date of such appointment. A majority of the board shall not be members of the local boards of education (or board of school commissioners) and, to effect this result and achieve an odd number of board members, the Governor may increase the size of the regional board.

Section 3A. BOARD OF TRUSTEES OF CHESAPEAKE COLLEGE; AUDIT.

(a) Board established. Notwithstanding the provisions of subsections 2(b) and 3 of this Article, there is a board of trustees consisting of eight members appointed by the Governor with the advice and consent of the House of Delegates to control, supervise, and guide the Chesapeake College. The provisions in subsections 2(d) and (e) of this Article do not apply to this section.

(b) Composition. The membership consists of two residents from each of the four counties comprising the region which the college serves.

(c) Terms. The term of membership is four years, except that, of the original appointees, four members, one from each county, are to serve a two-year term and four members, one from each county, are to serve a four-year term. A member serves until his successor is appointed and qualified. An appointment to a vacancy in an unexpired term is limited to the remainder of that term. A member may be appointed to successive terms.

(d) Compensation and expenses. The members serve without compensation, but they shall be paid their reasonable and necessary expenses while engaged in the discharge of their official duties.

(e) Powers; applicability of subtitle. The board possesses the powers enumerated in Section 1 of this Article. Except to the extent that they are inconsistent with the provisions of this section, all other provisions of this subtitle apply to the board of trustees of Chesapeake College and to the Chesapeake College.

(f) Audit by Legislative Auditor. The joint budget and audit committee may direct the Legislative Auditor to undertake an examination of the books and accounts of the college. Copies of the report of the Legislative Auditor shall be made available to the board and to the governing bodies of the four counties comprising the region. The examination shall be conducted pursuant to subsection 61A through 61E of Article 40 of this Code.

Section 4. DEFINITIONS.

For the purposes of this subtitle:

(a) Community college. A community college is defined as an institution of higher education offering the equivalent of freshman and sophomore years of college work and at least one two-year program of post high school education and performing one or both of the following functions:

(1) Offering terminal, vocational, technical, and semi-professional programs; or

(2) Offering terminal nontechnical programs.

(b) Regional community college. A regional community college is defined as a community college established for and supported by two or more counties or one or more counties and Baltimore City. "Community college," as used in this subtitle, shall be construed to include any regional community college unless by context a contrary construction is clearly intended.

Section 5. SECRETARY AND TREASURER OF BOARD OF TRUSTEES; BUDGETS AND LONG-TERM CAPITAL PROGRAM; SEAL; CHAIRMAN; EXCEPTION AS TO LOCAL BOARD OF COMMUNITY COLLEGE TRUSTEES; PROFESSIONAL AND CLERICAL EMPLOYEES ELIGIBLE FOR TEACHERS' RETIREMENT SYSTEM.

(a) Except for regional community colleges, the county superintendent of schools (and in Baltimore City the superintendent of public instruction) shall serve as secretary and treasurer to the board of trustees. The president of the community college shall attend all meetings of the board except those involving his personal position as president. Except for regional community colleges, the board of trustees, the secretary-treasurer, and the president of the community colleges are charged with the preparation of the annual budget, its presentation to the county commissioners, county council, or the board of estimates of Baltimore City, and the receipt and expenditures of budgeted funds under an adequate accounting system subject to review by the auditor of the county or of Baltimore City, as the case may be: they shall prepare and present to the local governing body an annual operating budget which shall contain a statement of all revenues, including surpluses, if any, estimated for the ensuing fiscal year, classified so as to show all revenues by funds and sources of income and a statement of all expenditures requested for the ensuing fiscal year, including capital expenditures with whatever other supporting data may be required by local fiscal authorities. They shall also prepare an annual capital budget; and when required by charter, local law, ordinance, or regulation, an annual long-term capital improvement program which shall contain a statement of all revenues and expenditures and be in accordance with local fiscal procedures to the extent local fiscal procedures are not inconsistent with State law. Notwithstanding other provisions of this subtitle, the budget of a community college and regional community colleges shall be subject to review and approval, including reduction therein, authorization and appropriation by the local governing body of the county or counties or Mayor and City Council of Baltimore in accordance with the provisions of the charter, local law, ordinance, or other local regulation relating to the budget and appropriation of funds to the extent charter, local law or ordinance, or regulation are not inconsistent with State law. For regional community colleges, the governing bodies of the participating counties shall act in concert and shall jointly consider the budget of that regional community college. The approval of at least fifty-one percent (51%) of the counties participating in the regional community college shall be required before all the participating counties approve the budget, and such action shall be binding on all the participating counties. Each community college shall submit its budget, including personnel detail, to the State Board for Community Colleges for informational purposes. The board of trustees shall be styled "The board of trustees of .... community (or junior) college" and it may adopt a corporate seal. Except for regional community colleges, the chairman of the board of education or the board of school commissioners is the chairman of the board of trustees.

(a-1) In the event that a new local board of trustees is created pursuant to Section 9 of this Article, then the provisions of subsection (a) of this section shall be inapplicable with respect to the county superintendent of schools (or superintendent of public instruction). The president of the local community college or the president of one of the local community colleges shall be selected by the board or regional board to serve as secretary-treasurer of the board.

(b) All professional employees are eligible for and shall participate in the Teachers' Retirement System as established and maintained under Article 77 of this Code or the optional retirement program if adopted by the board as provided in Section 217 of Article 77 of this Code. Clerical employees are eligible for and shall participate in the Teachers' Retirement System as established and maintained under Article 77 of this Code.

Section 6. POWER TO APPROPRIATE AND BORROW FUNDS; REQUIRED APPROPRIATIONS; TRANSFERS OF APPROPRIATIONS.

The Mayor and City Council of Baltimore and the local governing body of any county for which a community college or regional community college is established under this subtitle have the right and power to appropriate funds to meet the cost of establishment, current expenses, purchase of land, construction of capital improvements, and the maintenance thereof. The local governing body shall make appropriations to the following major functions: general administration, general institutional expenses, instruction, student affairs, instructional resources, plant operation and maintenance, capital outlay, and debt service. Expenditures by the community college shall not exceed the amount appropriated for each function. Transfers of appropriations between major functions may be made only after they are submitted in writing and approved by the local governing body. If the local governing body fails to act upon such a request within thirty (30) days, the request shall stand approved as requested. Except in Baltimore City, where the transfer provisions of the city charter shall prevail, transfers of appropriations within a major function may be made at the direction of the local board of community college trustees provided, however, the local governing body shall be notified within thirty (30) days of any such transfer. In addition, the local governing body of any county and the Mayor and City Council of Baltimore City have the power to borrow funds for the purchase of land and the construction of capital improvements for those purposes upon such terms and conditions as they deem right and proper, subject to the general requirements of local laws applicable to the creation of publid debt. Funds to be appropriated or borrowed for a regional community college shall be provided for on a pro rata basis determined by the ratio of population of each of the counties comprising the region and supporting the regional community college to the population of the entire region. For the purposes of this section, the population of the respective counties shall be as determined by the State Department of Health from time to time.

Section 6A. BIDS.

If the cost of any building, improvement, supplies, or equipment of any sort for a community college exceeds the sum of five thousand dollars ($5,000), the board of trustees for the college shall advertise for bids in one or more newspapers published in their respective counties, publication of the advertisement to appear at least two weeks prior to the date on which bids are to be filed. The contract for the building, improvements, supplies, or other equipment shall be awarded to the lowest responsible bidder, conforming to specifications with consideration being given to quantities involved, time required for delivery, purpose for which required, competence and responsibility of bidder, and his ability to render satisfactory service; and the board of trustees may reject any and all bids and readvertise for other bids; and any contract entered into or purchase made in violation of the provisions of this section shall be null and void; but (1) the provisions of this section shall not apply to contracts for the purchase of books and/or other materials of instruction, (2) the board may name in the specifications and advertisements for bids under this section the particular make, kind, or brand of articles to be purchased or contracted for, (3) nothing in this section applies to emergency repairs during the period of the regular academic year, and (4) this section shall not apply to contracting or purchasing for a community college done by a local government under procedures authorized by charter or by an act of the General Assembly.

Section 7. FINANCING.

(a) Proportion of current expenses paid by State, county, and students. Each community college or regional community college operating under the provisions of this subtitle shall be financed up to the maximum amounts provided in Section 7 (b) on the general basis of receiving fifty percent (50%) of its current expenses from the State, twenty-eight percent (28%) from the county or counties (or Baltimore City) for which it is established, and twenty-two percent (22%) from fees and charges required from students at the community college. In this computation, "current expenses," shall be the product of the per-student operating cost for the current fiscal year multiplied by the number of full-time equivalent students enrolled in the current fiscal year. For the purposes of determining the State share of financing, the number of full-time equivalent students shall be computed by dividing the student credit hours produced in the fiscal year by thirty (30). Nothing herein shall be deemed to prohibit a county or counties or the City of Baltimore from authorizing and appropriating additional amounts for current expenses and from increasing the local governing body's share of such additional current expenses above twenty-eight percent (28%).

(b) Payment of State's share. Beginning for the State's fiscal year which commences on July 1, 1973, the Governor shall place in the State budget an item to pay the State's fifty percent (50%) share to each of the community colleges operating under this subtitle. It shall not exceed the sum of seven hundred dollars ($700) for each full-time equivalent student as computed above for the full fiscal year. In the case of community colleges of less than 500 full-time equivalent students in subdivisions of less than 50,000 population according to the 1970 census and of any regional community college serving several subdivisions with a combined population of less than 100,000 according to the 1970 census, the State will pay a fifty-five percent (55%) share, the student will pay a seventeen percent (17%) share, and the local subdivision will pay a twenty-eight percent (28%) share, with the State's share not to exceed the sum of one thousand one hundred dollars ($1,100) for each full-time equivalent student as computed above for the full fiscal year.

The State Board for Community Colleges shall certify to the State Comptroller on or before the last day of both July and November in each year one fourth of the estimated annual amount which is due the local board of trustees of each community college and on or before the last day of March in each year one half of the estimated annual amount which is due the local board of trustees of each community college with full settlement at the end of the fiscal year and on the audit of the community college, and thereupon the Comptroller within five days shall draw his warrant on the Treasurer of the State of Maryland for the respective amounts due the local boards of trustees. The Treasurer of the State of Maryland upon receiving such warrants shall immediately pay the amounts due to the respective local boards of trustees.

(c) Payment of subdivision's share. In any political subdivision for which a community college or regional community college is operating under the provisions of this subtitle, the local governing body shall provide and pay to the community college, regional community college or colleges so operating not less than the political subdivisions' twenty-eight percent (28%) share of current expenses and such additional amounts, if any, as authorized and appropriated by the local governing body in accordance with the provisions of subsections 7(a) and 7(b). The State Board for Community Colleges shall certify to the treasurer of each county or of Baltimore City, as the case may be, on or before the last day of both September and March in each year one half of the estimated annual amount which is due the local board of trustees of each community college with full settlement at the end of the fiscal year based on the audit of the community college, and thereupon the treasurer within five days of each of these dates shall draw his warrant on the county or the City of Baltimore, as the case may be, and shall pay the amount due to the board of trustees of the community college, regional community college or colleges for his respective political subdivision. The counties comprising the region for and supporting a regional community college shall share in the payment of the political subdivisions' not less than twenty-eight percent (28%) share of current expenses on a pro rata basis determined by the ratio of the full-time student population in the regional community college, from each county, to the full-time student population in the regional community college from all the counties of the region. The State Board for Community Colleges shall determine the portions of the cost chargeable to each county based on current enrollment figures and shall certify such determination of cost of each partipating county.

(d) Fees of students from outside State, county, or region. Students from outside the State of Maryland who attend a community college or regional community college shall pay a full fee which covers the fifty percent (50%) share of the State and also the share of the political subdivisions in addition to the regular fees and charges for students. Out-of-county or out-of-region (or city) students from Maryland who attend a community college or regional community college shall pay fifty percent (50%) of a full fee which includes the share of the political subdivisions in addition to the regular fees and charges for students. Any political subdivision may levy and appropriate funds to pay the share of the political subdivisions for its residents who attend a community college in another political subdivision.

Section 7A. APPROPRIATION OF FUNDS TO GARRETT COMMUNITY COLLEGE FOR 1972 FISCAL YEAR ONLY.

The State Board for Community Colleges is authorized to pay to Garrett Community College from the funds appropriated for State aid for community colleges in the 1972 fiscal year only, the amount determined by the Board to represent an equitable share to be borne by the State of the actual financial needs of the college less any amounts paid to that college in this fiscal year based on the current expense formula in Section 7(a) of this Article.

Section 7B. APPORTIONMENT OF EXPENSES OF CHESAPEAKE COLLEGE AND GARRETT COUNTY COMMUNITY COLLEGE.

Notwithstanding any other provisions of the law to the contrary, for the purpose of computing the shares of the State, local subdivisions, and students for the support of Chesapeake College and Garrett County Community College, the statutory base shall be $2,365 per full-time equivalent student. The State shall pay a 55 percent (55%) share, the student shall pay a thirteen percent (13%) share, and the local subdivision shall pay a thirty two percent (32%) share with the State's share not to exceed the sum of $1,300 for each full-time equivalent student.

Section 8. STATE BOARD FOR COMMUNITY COLLEGES.

(a) Created; membership; terms of members. The State Board for Community Colleges is created to consist of eight members. One of the members always shall be the State Superintendent of Schools. Six members shall be appointed by the Governor, with the advice and consent of the Senate, from among citizens of the State who are known for their interest in civic and public affairs and for their knowledge and perception in educational matters. These six members first appointed shall be appointed respectively for terms of from one to six years and, as each of these terms expires, and thereafter, a successor shall be appointed by the Governor with the advice and consent of the Senate for a full term of six years. The eighth member of the State Board for Community Colleges shall be a student in good standing attending a community college in Maryland who shall be appointed by the Governor, after consideration of the recommendations of the presidents of the community colleges and with the advice and consent of the Senate for a term of one year beginning July 1 and ending June 30. A member of the Board may be appointed to successive terms. The Governor shall include one member of the State Board of Education among his initial appointments.

(b) Responsibility for community colleges. The State Board for Community Colleges shall serve until June 30, 1969 as an advisory board to the State Board of Education with respect to the operation, promotion, and functions of the several community colleges. From and after July 1, 1969, the State Board for Community Colleges, acting under the provisions of this section, shall have and exercise full statewide responsibility for the several community colleges.

(c) Employees. From the time of its establishment, the State Board for Community Colleges may employ a full-time salaried director to carry out its day-to-day functions under the control of the Board and it may employ such additional staff members, employees, and assistants as may be necessary to carry out the functions of the Board and as may be provided in the budget from time to time.

(d) Powers, duties, and functions. From and after July 1, 1969, the State Board for Community Colleges has the following powers, duties, and functions:

(1) To establish general policies for the operation of the State's community colleges;

(2) To conduct studies on the problems of community college education;

(3) To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;

(4) To review and advise upon all curriculum proposals for newly established community colleges and for proposed major additions to or modifications of programs in existing community colleges;

(5) To recommend, review, and advise upon proposals for the establishment of new community colleges;

(6) To coordinate relationships among the community colleges to assure the widest possible educational opportunities for the students of the State and the most efficient use of funds;

(7) To facilitate the transfer of students between the community colleges and the University of Maryland, the State colleges, and other institutions of higher education;

(8) To coordinate relationships between the community colleges and the State and local public school systems and the private high schools in order to facilitate cooperation with them in guidance and admission of students to the community colleges and to arrange for the most advantageous use of facilities;

(9) To establish and maintain a system of information and accounting of community college activities;

(10) To provide grants-in-aid for the prompt and adequate planning of new colleges and new programs in existing colleges;

(11) To administer the State's program of support for the community colleges;

(12) To assist and represent the community colleges in seeking and administering federal moneys available to them;

(13) To assist the Maryland Advisory Council for Higher Education in its investigation of needs throughout the State and in its preparation of plans and recommendations for the establishment and location of new facilities and programs relating to the community colleges.

(14) To report annually to the General Assembly on the Board's activities and the activities of the community colleges.

Section 9. APPOINTMENT OF SEPARATE LOCAL BOARD OF COMMUNITY COLLEGE TRUSTEES; STUDENT MEMBER OF ANNE ARUNDEL AND PRINCE GEORGE'S BOARDS.

(a) Any local board of education which wishes to be divested of its repsonsibility for the management and control of the community college or colleges in that political subdivision may request the Governor to appoint a separate board of community college trustees for that political subdivision as provided in this section.

(b) Upon the request of a local board of education as provided in subsection (a) of this section, a local board of community college trustees, composed of seven members, shall be appointed. The Governor, with the advice and consent of the Senate, shall appoint the members of said board for said county, except in Baltimore City, and such board shall be appointed by the mayor and city council. Of the seven members first appointed to any local board, five shall be appointed for initial terms of from one to five years, respectively, and the sixth and seventh members shall be appointed for initial terms of six years each. As any such appointment expires, and thereafter, the appointing authority shall appoint a successor for a full term of six years. The terms of office of the members of any local board appointed by the Governor shall commence on July 1 of the year of appointment by the Governor. If any local board has been created prior to July 1, 1969, and the terms of its members expire on a date other than June 30, the terms of such members shall be extended to the June 30 following the original expiration date of such appointment. Any member of the board may be appointed to a successive term. Among the appointees, the appointing authority may include one member of the board of education for the county or the board of school commissioners for Baltimore City, except in Prince George's County where the board of trustees shall appoint one of its members to serve as liaison to the board of education. Any local board of trustees shall organize and select its own chairman from time to time.

(c) If a local board is created pursuant to this section, it shall serve as the board of trustees for all community colleges except regional community colleges which are situate in the political subdivision.

(d) One additional member of the local board of community college trustees in Anne Arundel County shall be a resident of Anne Arundel County and a regularly enrolled student in good academic standing at the Anne Arundel County Community College. This student member shall be nominated by a method of selection determined by the student body of the community college. The nominee shall be appointed annually by the Governor with the consent of the Senate for a term of one year beginning July 1 and ending the next following June 30. This member may vote in the affairs of the local board of community college trustees.

(e) One additional member of the local board of community college trustees in Prince George's County shall be a resident of Prince George's County and a regularly enrolled student in good academic standing at the Prince George's Community College. The student member shall be elected by the student body of Prince George's Community College in the same manner in which officers of the student government association are elected. The student shall serve for a term of one year beginning July 1 and ending the following June 30. In event of a vacancy, a special election shall be held. Any elections shall be conducted by the student government association. The cost of any election shall be borne by the student government association. In the event of any election dispute which may arise, the dispute shall be resolved in the manner that disputes in the election of the student government association of the Prince George's Community College are normally resolved. Decisions made within the Prince George's Community College are final. The student member may vote in the affairs of the local board of the community college trustees.

Section 9A. CHARLES COUNTY COMMUNITY COLLEGE BOARD OF TRUSTEES.

Notwithstanding the provisions of Section 9 of this Article, Charles County Community College board of trustees shall be created, separate and distinct from the Charles County Board of Education. The board of trustees shall consist of seven members. The Governor, with the advice and consent of the Senate, shall appoint the members of the board who must be residents of Charles County. At least five (5) members shall have completed sixty (60) semester hours of accredited college work and all shall receive expenses of six hundred dollars per year. Of the seven members appointed initially, five shall be appointed for initial terms of from one to five years, respectively, and the sixth and seventh members shall be appointed for initial terms of six years each. As any such appointment expires, and thereafter, the appointing authority shall appoint a successor for a full term of six years. Any member of the board may be appointed to a successive term. Among the initial appointees there shall be one member of the Charles County Board of Education who shall serve the initial term of one year and after the expiration of this one-year term no current member of the Charles County Board of Education shall be appointed to the board of trustees. The board of trustees of the community college shall organize and select its own chairman annually.

Section 9B. BALTIMORE COUNTY COMMUNITY COLLEGE BOARD OF TRUSTEES.

The Board of Education of Baltimore County shall divest on or before July 1, 1971 its responsibility for the management and control of the community college or colleges in Baltimore County pursuant to Section 9(a) of Article 77A of the Code, and pursuant to Section 9(b) of said article the board of trustees shall be appointed, except that one member of the board shall be appointed from each councilmanic district of Baltimore County.

Section 9C. HARFORD COMMUNITY COLLEGE BOARD OF TRUSTEES.

Notwithstanding the provisions of Section 9 of this Article, the Harford Community College board of trustees shall be created separate and distinct from the Board of Education of Harford County. The board of trustees consists of seven members who shall be residents of Harford County. Five members shall be appointed by the Governor and two members shall be appointed by the Board of Education of Harford County from among its membership. Of the members appointed, the five appointed initially by the Governor shall be for initial terms of from one to five years, respectively. Thereafter, as a gubernatorial appointment expires, the Governor shall appoint a successor for a full term of five years. The sixth and seventh members appointed by the Board of Education of Harford County from among its membership shall be appointed annually. Any member of the board may be appointed to a successive term except that a member of the board appointed by the Governor may not serve for more than two consecutive full five year terms. The board of trustees of the community college shall organize and select its own chairman annually.

Section 9D. FREDERICK COUNTY COMMUNITY COLLEGE BOARD OF TRUSTEES.

(a) Notwithstanding the provisions of Section 9 of this Article, the Frederick County Community College board of trustees shall be created separate and distinct from the Frederick County Board of Education. The board of trustees consists of seven members who shall be residents of Frederick County. Five members shall be appointed by the Governor with the advice and consent of the Senate, and two members shall be appointed by the Frederick County Board of Education from among its membership. Of the members appointed, the five appointed initially by the Governor shall be for initial terms of from one to five years, respectively. Thereafter, as a gubernatorial appointment expires, the Governor shall appoint a successor for a full term of five years. The sixth and seventh members appointed by the Frederick County Board of Education from among its membership shall be appointed annually. Any member of the board may be appointed to a successive term, except that a member of the board appointed by the Governor may not serve for more than two consecutive full five-year terms. The board of trustees of the community college shall organize and select its own chairman annually.

(b) In Frederick County each member of the Frederick County Community College board of trustees shall receive $500 annually for traveling and other expenses, except that the two members appointed by the Frederick County Board of Education shall only receive $500 in addition to any amount received for expenses for service on the Frederick County Board of Education.

Section 9E. NOMINATING COMMITTEE FOR BOARD OF TRUSTEES OF MONTGOMERY COMMUNITY COLLEGE.

(a) Duties; composition. In Montgomery County candidates for appointment to the board of trustees of Montgomery Community College shall be nominated by a nominating committee which shall be composed of five members, two of whom shall be appointed by the County Council of Montgomery County, two of whom shall be appointed by the county executive, and one of whom shall be appointed by the Montgomery Community College Alumni Association.

(b) Qualifications; terms; chairman. Each member of the nominating committee shall be a resident and registered voter of Montgomery County and shall have knowledge of and interest in postsecondary education and shall have demonstrated an active interest in civic affairs. No person may be a member of the nominating committee who is an officer or employee of Montgomery Community College or otherwise subject to the authority of the college. No person may be a member of the nominating committee who is: (1) an officer of the State of Maryland or any board or agency of the State; or (2) an officer of Montgomery County or any board or agency of Montgomery County; or (3) an officer of any municipality located in Montgomery County or any board or agency of any municipality located in Montgomery County. The terms of one appointee of the County Council and of one appointee of the county executive shall be for one year commencing on September 15, 1974 and terminating on September 14, 1975. The terms of the remaining appointees shall be for two years commencing on September 15, 1974 and terminating on September 14, 1976. All subsequent terms shall be for two years. If a vacancy occurs during a term, the vacancy shall be filled for the remainder of the unexpired term by the body which appointed the incumbent. The members of the nominating committee shall elect a chairman from among their members.

(c) Procedure for nomination. The State Board for Community Colleges shall convene initially the nominating committee when a vacancy occurs and shall otherwise provide assistance to the nominating committee. The nominating committee shall establish procedures for notifying the public of vacancies on the board of the community college, for receiving applications, and for securing the recommendations of faculty, students, and other interested persons. On or before December 15 preceding the annual vacancy, and upon the occurrence of any other vacancy, the nominating committee shall submit to the Governor for each vacancy no less than two nor more than four names of qualified candidates who have been selected by a majority vote of the nominating committee.

(d) Selection of trustee by Governor. The Governor shall fill vacancies to the board of trustees of Montgomery Community College from names submitted to him by the nominating committee.

Section 10. SUCCESSION OF POWERS; VESTING OF TITLE TO PROPERTY.

The local boards and regional boards of trustees created in this subtitle shall assume, exercise, and have the powers, duties, and functions of the former local or regional boards of trustees provided for elsewhere in this subtitle. Upon the appointment of any local or regional board of trustees under this section, title to all real and personal property of the community colleges under its jurisdiction shall vest in such local or regional board of trustees.

Section 10A. COMPREHENSIVE LIABILITY INSURANCE.

(a) Generally. The board of trustees of any community college or regional community college shall carry comprehensive liability insurance to protect the board, its agents and employees, and any agents and employees of any college under its jurisdiction. The purchase of the insurance shall be considered as an educational purpose and as a valid educational expense.

(b) Standards and guidelines for policies. The State Board for Community Colleges shall adopt regulations setting up standards and guidelines for the policies, including a minimum liability coverage which shall not be less than one hundred thousand dollars ($100,000) per occurrence, and the policies purchased under this section after the adoption of these regulations shall conform to them.

(c) Self-insurance. Any of the above boards of education shall be considered in compliance herein if they are self-insured, in an amount not less than one hundred thousand dollars ($100,000) per occurrence, under rules and regulations promulgated by the State Insurance Commissioner. The policy limits for this insurance shall not exceed five hundred thousand dollars ($500,000).

(d) Defense of sovereign immunity. Nothing in this section shall be construed as affecting the right of the various boards of trustees, on their own behalf, from raising the defense of sovereign immunity to any amount in excess of the limit of the policy or in excess of one hundred thousand dollars ($100,000) in the case of self-insurance.

Section 10B. SELECTION OF SITE FOR COMMUNITY COLLEGE IN MONTGOMERY COUNTY.

(a) Prior to the acquisition of real property for the use and operation of a community college in Montgomery County, the board of trustees of the community college shall request in writing from the commission or agency having legal responsibility for county planning for land use the commission's confidential recommendations as to sites appropriate for the acquisition which meet the college's requests and State regulations as well as conforming as far as practicable to development plans for land use in the county. In its request, the board shall designate for the commission any sites which the board may have under tentative consideration; provided however, that the commission shall not be limited in its recommendations to the sites designated by the board. The commission's recommendations to all designated sites shall be made in writing to the board within 45 days following receipt of the initial request from the board.

(b) Upon receipt of the site recommendations from the commission, the board shall rank suitable sites and select the site which it feels is most suitable for its intended purpose from among the commission's recommendations. If a selection is made, the board shall forward it together with the other recommendations made by the commission to the County Council for Montgomery County prior to site acquisition. Within 45 days after receipt of the board's selection the council shall either approve or disapprove the board's selection and, if disapproved, the council shall indicate to the board in writing the reasons for this disapproval. In the event of disapproval by the council, the board shall select a new site from among those considered by the commission. When a new selection is made it shall be resubmitted to the council for approval in the same manner as the original selection.

(c) If, after receipt of the site recommendations from the commission, the board is unable to agree upon a selection from among the commission's recommendations, the board shall so advise the County Council in writing. In this event, the council may request that the commission reconsider the matter and resubmit recommendations for action by the board and the council in the same manner as provided for original recommendations.

(d) Following approval of a site by the council, the board may proceed with acquisition pursuant to the procedure prescribed by law.

Section 10C. HARFORD COUNTY EDUCATIONAL FOUNDATION.

(a) Created and continued; composition; compensation. The Harford County Educational Foundation, hereinafter called the foundation, is hereby created and continued a body corporate and politic. The foundation shall consist of nine directors appointed by the method and for terms as hereinafter provided. The directors shall serve without compensation.

(b) Selection of members; terms. The county executive of Harford County or his designee, the president of Harford County Community College, and the president of the Board of Education of Harford County shall each be a member of the foundation ex officio. The six remaining initial directors shall be appointed by the county executive, two directors to be appointed for three years, two for two years, and two for one year. Directors shall be chosen from among residents of the county. As the terms of the initial appointees expire or as vacancies occur, their successors shall be elected by a majority vote of the foundation for terms of three years or the remainder thereof; and thereafter, these positions shall be so filled. However, the directors of the Harford County Educational Foundation as of July 1, 1974 shall remain members of the foundation for the remainder of their respective terms, and the initial or successive appointments provided for herein shall be made only upon the expiration or vacancy of such terms occurring for any reason.

(c) Executive director and employees; bylaws. The foundation may appoint an executive director and other employees as may be necessary to be paid for by moneys made available for that purpose. The foundation shall adopt bylaws for governing its functions and a seal and may operate to the same extent as any private corporation.

(d) Purpose. The purpose of the Harford County Educational Foundation is declared to be to further educational opportunities afforded by established and recognized institutions of learning, particularly the Harford Community College, by providing financial resources and services related thereto for facilities as well as scholarships, fellowships, loans, grants, and other forms of assistance; and to provide an instrumentality or depository for the receipt of funds by grant, gift, devise, or bequest for educational uses, particularly those forms of philanthropy especially intended for education purposes.

(e) Powers. In furtherance of the purposes of the foundation it may:

(1) Accept funds from federal and State governments and political subdivisions of Maryland;

(2) Accept moneys by gift, devise, or any other form, whether absolute or conditional, in furtherance of the purposes of the foundation;

(3) Act as trustee under any trust created solely for the educational benefit of an individual or individuals, and revocable upon termination of the purposes of the trust, by the settlor;

(4) Act as trustee, and manage funds received by gift or

devise as continuing endowments, when the sole beneficiary is a specific individual or individuals or class of individuals;

(5) Act as trustee and administer funds that may be received from individuals, associations, or corporations for specified educational purposes, acceptable to the foundation;

(6) Establish one or more permanent endowment funds to be used for educational scholarships or fellowships, and administer the funds in furtherance of the objectives of the foundation;

(7) Act in the capacity of advisor, counsellor, or supervisor of educational pursuits of beneficiaries under trusts or grants, if these powers are appended to moneys received for administration;

(8) Assist banks and lending institutions in developing and administering student loan plans;

(9) Administer educational and research grants received from federal or State governments, foundations, or others;

(10) (i) Borrow money and issue notes or other evidence of indebtedness; (ii) endorse any promissory note or obligation for any student aid loan at any bank or lending institution, and provide any contractual services concerning student aid loans for any bank or lending institution; (iii) enter into any contract with the Maryland Higher Education Loan Corporation or any agency of the State or federal government; or (iv) act as an agent for this corporation or agency for the purpose of implementing student aid loan programs by way of guarantee or otherwise; all notwithstanding any other State or local law to the contrary.

If a question of law arises with respect to the power of the foundation to receive and administer any grant or devise, that cannot otherwise be resolved, the foundation or any party of interest may petition the Circuit Court for Harford County or other courts having jurisdiction for instruction as to its responsibilities in the property.

(f) Annual report; audit. The foundation shall annually report its activities for the preceding year to the county executive and County Council. The finances of the foundation are subject to audit as the county executive requires.

(g) Exemption from bank licensing acts. The foundation is exempt from the provisions of bank licensing acts, including Article 11, Section 166; Article 49, Section 5 (b); and Article 58A, subsection 1 et seq.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
OPERATIONAL POLICIES AND BYLAWS

Article 77A, Section 8(d), of the Annotated Code of Maryland states that the Maryland State Board for Community Colleges has the responsibility "to establish general policies for the operation of the State's community colleges." Following are the Operational Policies and Bylaws as approved by the State Board for Community Colleges.

OPERATIONAL POLICIES

General Policies

1.1 The community colleges shall operate in accordance with the *Maryland Standards for Two-Year Colleges* approved by the Maryland State Board of Education.

1.2 The State Board for Community Colleges shall update annually the *Statewide Master Plan for Community Colleges* and implement those sections for which it has authority.

1.3 The community colleges shall submit data in accordance with the State Board for Community Colleges' data submission schedule and format.

1.3.1 The State Board for Community Colleges will coordinate with the Maryland Council for Higher Education and other data collection agencies in an attempt to consolidate and reduce the amount of data to be collected.

1.3.2 The State Board for Community Colleges will clearly state the purpose of each State Board form. The purpose will be stated in a way that reflects the basic problem or issue being addressed.

1.3.3 The State Board for Community Colleges will furnish a brief summary of the aggregate data within six months of the deadline for collection from the colleges.

1.3.4 In all but emergency cases, new forms or changes in existing State Board forms will not be introduced without giving the colleges one year to prepare their systems.

1.4 The State Board for Community Colleges shall serve as the operational point of contact with respect to all State-level issues involving community colleges.

1.5 The community colleges shall act in accordance with the *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State.*

Students

2.1 Admission to community colleges shall be open:

- To all high school graduates;
- To holders of high school equivalency certificates;
- To all adults (18 years of age or older) who desire a post-high school educational experience.

Students shall be admitted to a college although not necessarily to a specific program. Community colleges shall also serve high school students in cooperation with policies established with local public school systems.

2.2 The community colleges shall act in accordance with the Maryland Council for Higher Education Student Transfer Policies.

Degree and Certificate Programs

3.1 The community colleges shall develop and submit program proposals to the State Board for Community Colleges for review and endorsement in accordance with procedures contained in the *Maryland Community College Program Proposal Manual.*

3.2 The State Board for Community Colleges shall forward its comments on program proposals to the community college presidents with copies to the chairmen of the local boards of trustees.

3.3 Community colleges shall evaluate annually degree and certificate programs in accordance with guidelines and procedures established by the State Board for Community Colleges.

3.4 The community colleges shall not offer upper division programs leading to the baccalaureate degree.

3.5 The community colleges shall develop and maintain on open file a general outline and set of objectives for each course offered.

Finance

4.1 The State Board for Community Colleges shall submit annually in September an estimated operating and capital budget request to the Department of Budget and Fiscal Planning.

4.2 The Maryland community colleges shall prepare annual operating budgets in accordance with procedures contained in the *Accounting*

Manual for Community Colleges and submit to the State Board for Community Colleges the locally approved budgets no later than July 1.

4.3 The community colleges shall submit to the State Board for Community Colleges, no later than October 1, signed financial and enrollment audits for the previous fiscal year.

4.4 The community colleges shall provide to the State Board for Community Colleges, no later than July 1, a report containing personnel detail, including salary schedules.

4.5 The State Board for Community Colleges will approve continuing education courses for State funding based upon the following:

4.5.1 All continuing education courses must be submitted to the State Board for Community Colleges.

4.5.2 Approval of continuing education courses will be based upon a review of course descriptions and course objectives.

4.5.3 Recreational courses will not be approved for funding.

4.5.4 Approved continuing education courses will not receive any other State dollars.

4.5.5 Procedures governing payments to the community colleges are contained in the *Accounting Manual for Community Colleges*.

4.5.6 Student records for enrollment in continuing education courses will be retained by the colleges for a period of not less than five years.

4.6 The State Board for Community Colleges will notify political subdivisions which sponsor public community colleges of their mandated share of the college's current operating expenses.

4.7 The State Board for Community Colleges shall certify to the State Comptroller the amount of State aid due to the local boards of trustees in accordance with provisions established in Article 77A, Section 7, of the *Annotated Code of Maryland*.

4.8 A community college shall receive prior approval from the State Board for Community Colleges before entering into a contractual agreement with any organization or institution which offers instruction leading to the generation of credit which shall be submitted for State aid to community colleges.

Facilities

5.1 The community colleges shall develop and submit capital construction projects for State financial participation in accordance with the *General Public Junior or Community College or Regional Community College Construction Procedures in the State of Maryland* and the *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland.*

5.2 The State Board for Community Colleges shall establish on July 1 of each year a revised capital construction project priority list.

5.3 The State Board for Community Colleges, in conjunction with the Maryland Council for Higher Education, shall publish, no later than January 1, annual enrollment projections to be used by the community colleges in preparing capital construction projects.

5.4 Prior to submitting educational specifications for new capital projects, the community colleges shall submit to the State Board for Community Colleges for review a letter of intent and program proposal for any new program to be housed in the proposed facility.

5.5 For the purpose of determining the statutory limit on State financial participation in community college capital improvement projects, the proposed capacity of the college in number of students shall be defined as the projected ten-year full-time equivalent enrollment.

Community College Board of Trustees

6.1 Boards of trustees shall forward copies of all approved board minutes to the State Board for Community Colleges.

6.2 Boards of trustees shall publish and submit to the State Board for Community Colleges current policies for the employment and retention of faculty and staff.

6.3 Boards of trustees shall submit to the State Board for Community Colleges their current procedures for institutional governance.

6.4 Current institutional policies for the evaluation of faculty and staff shall be submitted to the State Board for Community Colleges.

State Board for Community Colleges Personnel Policies

7.1 The State Board for Community Colleges shall provide equal employment opportunities for all regardless of race, religion, sex, or national origin.

7.2 The executive director of the State Board for Community Colleges shall annually evalute the performance of each employee of the State Board and present copies of that evaluation to the employees and the State Board.

7.3 Personnel vacancies at the State Board for Community Colleges shall be filled in accordance with the following Affirmative Action Policies established by the State Baord.

7.3.1 The State Board for Community Colleges will make every effort to disseminate information about vacancies to minority group members and to women. In addition, the State Board for Community Colleges will encourage minority group members and women to apply for available positions.

7.3.2 All criteria and qualifications will be carefully evaluated to insure that they (i) are clearly stated; (ii) relate specifically to the job being described; and (iii) allow for and recognize training, education, background, and experience which are appropriate to the job although perhaps different from traditional requirements.

7.3.3 The candidate selection process for employment and for promotion will be carefully reviewed, especially the ways by which job criteria are applied to individual candidates, to insure full equality of opportunity in the selection process.

7.3.4 The executive director of the State Board for Community Colleges will designate a staff professional as the equal employment opportunity officer to continually review the affirmative action plan developed from the above policies and to revise the plan as necessary.

BYLAWS

Article I. Meetings

1 - Regular Meetings. The Board shall meet regularly and, as far as practicable, on the second Thursday of each month; but the date for any regular meeting may be changed by the majority of those voting at any previous regular meeting. All meetings of the Board shall be held in the State of Maryland.

2 - Special Meetings. A special meeting of the Board may be called at any time by the chairman, the vice-chairman, or any three members upon request in writing delivered to the secretary who shall forthwith cause written notice thereof to be made in accordance with Section 4 of this article. Any such special meeting shall be held at such place within the State of Maryland as may be designated from time to time by the Board. The Board shall keep full and fair accounts of its transactions; and copies of the minutes of each regular and special meeting shall be promptly mailed to each member. Copies of all regular or special meeting minutes shall be made available to the public by request.

3 - Executive Meetings. An executive meeting may be called at any time by the chairman, vice-chairman, or any three members upon request. The Board shall keep full and fair accounts of its transactions and copies of the minutes shall be mailed only to Board members unless otherwise designated by the Board chairman.

4 - Notice of Meetings. Notice of the place, day, and hour of each regular and special meeting shall be given in writing to each Board member three days (or more) before the meeting by delivering the same to him personally; by telephone; by sending the same to him by telegraph, by leaving the same at his residence or usual place of business; or, in the alternative, by mailing such notice five days (or more) before the meeting, first class postage prepaid, and addressed to him at his last known post office address according to the records of the Board. Any meeting of the Board, regular, executive, or special, may adjourn from time to time to reconvene at the same or some other place and no notice need be given of any such adjourned meeting other than by announcement at the meeting at which the adjournment takes place.

5 - Quorum. At all meetings of the Board, five members shall constitute a quorum for the transaction of business. Except in cases in which it is by law, by these Bylaws, or by the rules and regulations adopted by this Board in accordance with law, otherwise provided, the affirmative vote of a majority of the members present at a duly constituted meeting shall be sufficient to elect and to pass any measure. In the absence of a quorum, the members present by majority vote and without notice other than by announcement may adjourn the meeting from time to time until a quorum shall attend. At any such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally provided, noticed, or consented to.

In the absence of a meeting, at the request of the executive director and concurrence of the chairman, the Board may be polled by telephone or by mail for a majority vote on business transactions.

6 - Agenda. The executive director shall, in consultation with the chairman, prepare the agenda for each meeting of the Board and distribute it in advance with the notice of the meeting. Items may be added to the agenda at the meeting by a vote of the majority of the Board. Persons other than Board members wishing to place items on the agenda of the Board meeting shall notify the executive director in writing no later than 48 hours in advance. Agenda items requested by persons other than Board members shall be placed on the agenda if approved by the executive director in consultation with the chairman.

Article II. Officers

1 - Officers. The Board shall choose from among its members a chairman and a vice-chairman. The executive director shall serve as secretary-treasurer to the State Board for Community Colleges.

2 - Term. Election of the chairman and vice-chairman shall take place at the regular meeting in June of each year. Officers shall take office immediately following the election. An individual may be elected to any number of terms. Any vacancy in any of the above offices may be filled by the Board at any regular or special meeting.

3 - Chairman. The chairman shall preside at all meetings of the Board, shall call special meetings of the Board as he deems it necessary, and shall sign all necessary legal documents approved by the Board. He may appoint such committees as he or the Board deems necessary.

4 - Vice-Chairman. The vice-chairman, at the request of the chairman, in his absence, or during his inability to act, shall perform the duties and exercise the functions of the chairman and when so acting shall have the powers of the chairman. The vice-chairman shall have such other powers and perform such other duties as may be assigned to him by the Board or the chairman.

5 - Secretary. The executive director, as secretary, shall be responsible for keeping the minutes of the meetings of the Board. He shall see that all notices are duly given in accordance with the provisions of the Bylaws or as required by law; he shall be custodian of the records of the Board; and, in general, he shall perform all duties incident to the office of a secretary of a Board and such other duties as from time to time may be assigned to him by the Board or chairman.

6 - Treasurer. The executive director, as treasurer, shall have charge of and be responsible for all funds, receipts, and disbursements of the Board. He shall render to the chairman and the Board, whenever requested, an account of the financial condition of the Board; and, in general, he shall perform all the duties incident to the office of treasurer of a board of a corporation and other such duties as may be assigned to him by the Board or the chairman.

7 - Removal. Any officer of the Board may be removed as an officer of the Board, with or without cause, by vote of a majority of the entire Board at any regular meeting or at any special meeting called for that purpose.

Article III. Amendments

1 - Amendments. Any and all provisions of these Bylaws may be altered or repealed and new Bylaws may be adopted at any regular meeting of the members or at any special meeting called for that purpose upon the affirmative vote of a majority of the entire Board.

RATIONALE, AUTHORITY, TIMETABLE, AND DEFINITIONS FOR STUDENT ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING IN MARYLAND COMMUNITY COLLEGES

RATIONALE

As part of its overall planning function, the Maryland Council for Higher Education (MCHE) annually prepares and updates total enrollment projections for the three public sectors and the private sector of higher education in Maryland. The Maryland Council's model takes into consideration such factors as actual births, high school enrollments, high school graduates, migration patterns, college enrollment, and survival rates. The MCHE projects full-time, part-time, and total headcount for each segment for ten calendar years.

In addition, the Maryland Council projects full-time equivalent enrollment for the ten-year period. When the gross projected enrollment totals are determined by the MCHE model, the staffs of the State Board for Community Colleges and the Maryland Council for Higher Education project the enrollment for each community college based upon previous performance and taking into account factors and trends which relate to individual institutions. These individual college enrollment projections form the basis for the annual State Board for Community College's Master Plan update in long-range facilities planning. Using certified data submitted by the colleges, the executive director of the State Board determines the projected full-time day equivalent (FTDE) enrollment for each institution. This is done by determining the percent of institutional contact hours generated between the hours of 8:00 a.m. and 5:00 p.m. and multiplying the percentage times the total institutional full-time equivalent enrollment (FTE x percent day contact hours = FTDE).

Facilities in Maryland public two-year colleges are built using either the five-year or ten-year FTDE projections for specific facilities. Only students who attend each campus in either credit or equated credit courses are eligible for computing the contact hours. Continuing education enrollment does not contribute to the projected enrollment.

AUTHORITY

The *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland*, approved by the Maryland Board of Public Works in

November 1974, require that enrollment projections used by the colleges for facilities planning "will be revised and agreed upon no later than January 1 by the State Board for Community Colleges and the Maryland Council for Higher Education." (Guidelines, Part B, 1.6.)

The Guidelines further state that "full-time day (8:00 a.m. to 5:00 p.m.) students and part-time day students shall be equated to full-time day equivalent (FTDE) students, which count, used in conjunction with space factors, will be a major basis for determining space needs. Only students attending the campus for which space needs are being computed shall be counted. The full-time day equivalent count for each college is to be determined and certified by the executive director of the State Board for Community Colleges in accordance with the accepted Statewide definitions promulgated by the Maryland Council for Higher Education." (Guidelines, Part B, 1.3-1.4.)

TIMETABLE

The enrollment projections used by the colleges in determining space allocations must be revised annually prior to January 1 and agreed upon by the State Board for Community Colleges and the Maryland Council for Higher Education. The normal schedule for preparing and releasing these projections will be:

November 1 - Opening Fall enrollments submitted to the State Board for Community Colleges and the Maryland Council for Higher Education by the colleges. (HEGIS).

December 1 - Preliminary projections prepared by the Maryland Council for Higher Education and the State Board for Community Colleges and sent to each college for review.

December 15 - College response to preliminary projections submitted to the State Board.

January 1 - Final enrollment projections released to colleges by the State Board.

July 1 - Bond proposal projects based upon approved enrollment projections as of the previous January 1 submitted to the State Board.

DEFINITIONS

Full-time student - Those students whose academic load--course work or other required activity--is at least 75 percent of the normal full-time load.

Normal full-time load	- Usually determined by dividing the total number of credits required for completing the program by the number of terms normally required to obtain them.
Part-time student	- Those students whose academic load--course work or other required activity--is less than 75 percent of the normal full-time load.
Full-time equivalent enrollment	- One third part-time enrollment plus full-time enrollment (1/3 PT + FT = FTE).
Student contact hour	- Number of clock hours student spends in interacting with all modes of instruction utilized in course.
Full-time day equivalent enrollment	- Percentage of institutional student contact hours generated between 8:00 a.m. and 5:00 p.m. times full-time equivalent enrollment (percent day institutional contact hours x FTE = FTDE).

SUMMARY

Student enrollment projections for community colleges must have the built-in flexibility of annual revision. The Maryland Council for Higher Education's report *The Outlook for Enrollments in Higher Education in Maryland Throughout the 80's* states: "Various factors may alter the trends used in the projections, such as a major economic disaster, a prolonged energy crisis, increased need for men in the armed forces, and a change in net migration rates. However, there is no reason to assume that any of these will occur at this time. However, the enrollment model is constructed to accept alternative assumptions and an annual update of relevant data in the model is planned."

Additionally, when distributing the total community college segmental enrollment among the institutions, various judgmental factors must be considered, such as the opening of new colleges or campuses, the construction of large suburban communities or housing developments, implementation of rapid transit systems, and the construction of new facilities.

Finally, the Maryland Council's report, in dealing with segmental projections, makes the point that ". . . the total projected enrollment is probably fixed since it is primarily based on births, migration, high school graduation, and rates of college attendance; but the segmental distribution is somewhat flexible. This means that an individual segment through recruiting and other practices that attract additional students in significant numbers over those that are projected, will probably not be attracting new students into higher education but will be attracting students at the expense of one of the other segments. The danger exists, therefore, that uncoordinated growth would result in a poor distribution of facilities, programs, and faculties."

Thus, the segmental projections developed by the Maryland Council for Higher Education can be altered simply if one segment's actual performance in attracting additional students consistently exceeds its projections while another segment fails to reach its projected enrollment.

MARYLAND COMMUNITY COLLEGES

SELECTED STATISTICAL DATA FISCAL YEAR 1976

This appendix is intended to provide information to groups, such as the State legislature, State agencies, external agencies, college administrators, faculty, and students. The data are presented in the areas of enrollment, degrees awarded, finance, facilities, and employees.

Information in this appendix is compiled from a series of reports submitted to the State Board for Community Colleges by the colleges. The State Board commends the HEGIS report coordinators in each college for their assistance.

ENROLLMENT

Opening Fall 1975 enrollment indicates that Maryland community colleges enrolled 76,240 credit students. The rate of growth in part-time students continued and the full-time student growth rate increased substantially in 1975, after a small gain in 1974 (Tables 1-D and 2-D).

Full-time enrollment increased from 24,070 in 1973 to 28,177 in 1975, an increase of 17 percent. From 1973 to 1975 part-time enrollment grew from 34,[illegible]46 to 48,063, an increase of 39 percent. Part-time enrollment accounted for 63 percent of the total enrollment.

Of the total enrollment, 88 percent attended colleges in their own political subdivision; 9 percent attended out-of-county colleges; and 3 percent attended from out-of-state (Table 5-D).

Maryland community colleges enrolled students from diverse ethnic and cultural heritages. Of the 76,240 total enrollment, 14,761 were from Asian, Black, Hispanic, or Indian descent. The proportion of Black students in community colleges has grown from 10 percent in 1970 to 18 percent in 1975 (Tables 3-D and 4-D).

Enrollment projections for facilities planning are contained in Table 7-D. These projections detail the full-time day equivalent (FTDE) students for 1981 and 1986.

In Fall 1975, 93 percent of Maryland's residents lived in geographic areas served by a community college. On the average, approximately 18 of every 1,000 Maryland citizens were enrolled for credit courses in a community college (Table 8-D).

DEGREES CONFERRED

A total of 6,049 associate in arts degrees were awarded in FY 1975 with 2,842 of these awarded in the occupational areas (Tables 9-D and 10-D). The major areas of concentration and percent among the occupational degrees awarded were:

Program Area	1975 Degrees	1975 Percent	1971 Percent
Health Service	1,186	42%	40%
Public Service	652	23	12
Business & Commerce	567	20	18
Engineering Related	226	8	10
Data Processing	170	6	-
Natural Science	41	1	-
Other	-	-	20

Health Service is clearly the dominant career preparation in the community colleges. Public Service programs have experienced the greatest increase in proportion of graduates, rising from 12 percent in FY 1971 to 23 percent in FY 1975. Typical Public Service programs are Law Enforcement, Teacher Aide, and Recreation Leadership.

Table 10-D compares the degrees and certificates awarded in Maryland community colleges over a five-year period. The proportion of associate in arts degrees awarded in the transfer category has shown a continued decrease. In 1971, 71 percent of all degrees awarded were in transfer areas while in 1975, 53 percent were in transfer areas.

Certificate programs have grown in number and students. In four years, the number of certificate granting colleges rose by 50 percent and the number of certificates rose by 195 percent.

FINANCE

Total operating funds expended by Maryland community colleges over the period FY 1969-FY 1975 have increased from $24,279,078 to $90,364,244, an average increase of 45 percent per year (Tables 11-D and 12-D).

In FY 1975 net operating cost of the community colleges for purposes of State aid totaled $76,166,267 of which the State contributed $31,606,024. Maryland community colleges reported the assessed book value of land, buildings, and equipment at $154,924,681. The State of Maryland has authorized the expenditure of $111,000,000 for the purpose of constructing community college facilities over the past twelve years. Since the local political subdivisions in most cases have matched funds, it is estimated that over $220,000,000 has been authorized in that time for Maryland community college facilities.

Table 15-D indicates the current schedule of tuition charged by the individual colleges. A wide range and variety of fees are also charged by the colleges but are not included in this report. It is estimated that the weighted average charge to a full-time Maryland community college student, including tuition and fees, is in excess of $400 annually.

FACILITIES

Table 16-D reports by type of room the net assignable square feet of space available at each of the community colleges. Since 1970 the total system net assignable space has increased 731,516 square feet (44 percent).

EMPLOYEES

As of October 1975, community colleges employed 6,627 persons, up 10 percent from 1974 and up 18 percent from 1973 (Tables 17-D to 22-D). These increases were smaller than the rise in enrollment for the same periods (18 percent from 1974 to 1975 and 30 percent from 1973 to 1975).

Women comprise nearly half of the employees (45 percent). Among executive and faculty positions, women hold 35 percent of the jobs. Employment of women varies from 33 to 53 percent among the individual colleges.

There are 808 persons employed who are from minority races. Minority employment has risen from 10 percent in 1973 to 12 percent in 1975. However, most of this growth has been in Support Staff positions. Minority employment among faculty has increased from 6 percent in 1973 to 7 percent in 1975.

TABLE 1-D

MARYLAND COMMUNITY COLLEGES
CREDIT ENROLLMENT FALL 1975

College	First-Time			Transfer			Occupational			Unclassified			TOTAL		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	468	72	540	347	113	460	684	229	913	49	207	256	1,080	549	1,629
Anne Arundel	960	1,061	2,021	1,297	2,037	3,334	905	1,429	2,334	-	-	-	2,202	3,466	5,668
Baltimore	1,477	1,997	3,474	1,182	1,582	2,764	2,195	2,936	5,131	219	1,542	1,761	3,596	6,060	9,656
Catonsville	1,043	1,868	2,911	1,608	4,544	6,152	1,254	2,499	3,753	-	-	-	2,862	7,043	9,905
Cecil	174	204	378	162	172	334	324	351	675	70	297	367	556	820	1,376
Charles	270	356	626	315	214	529	360	1,226	1,586	-	-	-	675	1,440	2,115
Chesapeake	120	67	187	167	147	314	118	76	194	9	204	213	294	427	721
Dundalk	147	270	417	308	503	811	213	364	577	199	505	704	720	1,372	2,092
Essex	1,188	1,080	2,268	765	782	1.547	1,975	3,187	5,162	239	1,779	2,018	2,979	5,748	8,727
Frederick	220	340	560	390	593	983	155	212	367	33	291	324	578	1,096	1,674
Garrett	102	131	233	117	54	171	77	111	188	1	81	82	195	246	441
Hagerstown	364	437	801	472	197	669	380	215	595	24	636	660	876	1,048	1,924
Harford	525	413	938	805	937	1,742	336	787	1,123	58	258	316	1,199	1,982	3,181
Howard	156	114	270	243	422	665	239	309	548	60	695	755	542	1,426	1,968
Montgomery:															
Rockville	1,823	1,695	3,518	2,600	1,398	3,998	1,327	826	2,153	900	4,110	5,010	4,827	6,334	11,161
Takoma Park	342	449	791	576	555	1,131	326	348	674	124	628	752	1,026	1,531	2,557
Germantown	-	94	94	-	5	5	-	3	3	-	181	181	-	189	189
Prince George's	1,503	1,148	2,651	2,421	2,715	5,136	1,397	2,333	3,730	152	2,238	2,390	3,970	7,286	11,256
TOTAL	10,882	11,796	22,678	13,775	16,970	30,745	12,265	17,441	29,706	2,137	13,652	15,789	28,177	48,063	76,240
Percent of Total	48%	52%	100%	18%	22%	40%	16%	23%	39%	3%	18%	21%	37%	63%	100%

F-T = Full-time
P-T = Part-time

SOURCE OF DATA: HEGIS 2300-2.3

TABLE 2-D

MARYLAND COMMUNITY COLLEGES
COMPARISON OF 1973, 1974, AND 1975 OPENING FALL ENROLLMENT BY STUDENT STATUS

	Part-Time					Full-Time					TOTAL				
College	Fall 1973	Fall 1974	% Incr. (Decr.) 1973 - 1974	Fall 1975	% Incr. (Decr.) 1974 - 1975	Fall 1973	Fall 1974	% Incr. (Decr.) 1973 - 1974	Fall 1975	% Incr. (Decr.) 1974 - 1975	Fall 1973	Fall 1974	% Incr. (Decr.) 1973 - 1974	Fall 1975	% Incr. (Decr.) 1974 - 1975
Allegany	400	448	12.0	549	22.5	794	851	7.2	1,080	26.9	1,194	1,299	8.8	1,629	25.4
Anne Arundel	2,520	2,839	12.7	3,466	22.1	1,634	1,877	14.9	2,202	17.3	4,154	4,716	13.5	5,668	20.2
Baltimore	4,902	5,738	17.1	6,060	5.6	2,345	2,571	9.6	3,596	39.9	7,247	8,309	14.7	9,656	16.2
Catonsville	5,474	6,086	11.2	7,043	15.7	2,588	2,472	(4.5)	2,862	15.8	8,062	8,558	6.2	9,905	15.7
Cecil	535	733	37.0	820	11.9	238	279	17.2	556	99.3	773	1,012	30.9	1,376	36.0
Charles	916	1,010	10.3	1,440	42.6	417	447	7.2	675	51.0	1,333	1,457	9.3	2,115	45.2
Chesapeake	368	360	(2.2)	427	18.6	281	292	3.9	294	.7	649	652	.5	721	10.6
Dundalk	818	1,006	23.0	1,372	36.4	247	358	44.9	720	101.1	1,065	1,364	28.1	2,092	53.4
Essex	3,490	4,561	30.7	5,748	26.0	2,790	2,687	(3.7)	2,979	10.9	6,280	7,248	15.4	8,727	20.4
Frederick	750	926	23.5	1,096	18.4	494	515	4.3	578	12.2	1,244	1,441	15.8	1,674	16.2
Garrett	121	168	38.8	246	46.4	126	145	15.1	195	34.5	247	313	26.7	441	40.9
Hagerstown	825	950	15.2	1,048	10.3	786	794	1.0	876	10.3	1,611	1,744	8.3	1,924	10.3
Harford	1,565	1,791	14.4	1,982	10.7	998	1,027	2.9	1,199	16.7	2,563	2,818	10.0	3,181	12.9
Howard	917	1,030	12.3	1,426	38.4	416	429	3.1	542	26.3	1,333	1,459	9.5	1,968	34.9
Montgomery:															
Rockville	4,334	5,404	24.7	6,334	17.2	4,944	4,753	(3.9)	4,827	1.6	9,278	10,157	9.5	11,161	9.9
Takoma Park	1,303	1,421	9.1	1,531	7.7	1,127	1,051	(6.7)	1,026	(2.4)	2,430	2,472	1.7	2,557	3.4
Germantown	-	-	-	189	-	-	-	-	-	-	-	-	-	189	-
Prince George's	5,408	5,973	10.5	7,286	22.0	3,845	3,687	(4.1)	3,970	7.7	9,253	9,660	4.4	11,256	16.5
TOTAL	34,646	40,444	16.7	48,063	18.8	24,070	24,235	.7	28,177	16.3	58,716	64,679	10.2	76,240	17.9

Incr. = Increase
(Decr.) = Decrease

SOURCE OF DATA: HEGIS 2300-2.3

TABLE 3-D

MARYLAND COMMUNITY COLLEGES
ENROLLMENT BY RACE FALL 1975

College	American										Foreign		All Other/ Race Unknown		TOTAL	
	Asian		Black		Hispanic		Indian		White							
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	1	-	21	5	1	-	1	2	1,050	534	-	-	6	8	1,080	549
Anne Arundel	31	33	119	214	20	39	15	33	1,994	3,143	23	4	-	-	2,202	3,466
Baltimore	8	10	2,750	4,288	9	8	1	2	613	1,398	47	54	168	300	3,596	6,060
Catonsville	8	28	301	659	12	12	3	3	2,263	5,577	10	-	265	764	2,862	7,043
Cecil	-	-	43	22	-	-	-	-	513	798	-	-	-	-	556	820
Charles	3	9	46	146	2	5	3	2	589	1,170	-	-	32	108	675	1,440
Chesapeake	-	1	53	39	-	1	-	-	241	386	-	-	-	-	294	427
Dundalk	2	4	79	84	3	14	5	8	631	1,262	-	-	-	-	720	1,372
Essex	9	14	105	151	1	10	7	9	2,826	5,522	-	-	31	42	2,979	5,748
Frederick	-	4	28	70	-	3	1	1	549	1,018	-	-	-	-	578	1,096
Garrett	-	-	-	-	-	-	-	-	195	246	-	-	-	-	195	246
Hagerstown	2	3	50	35	3	1	-	3	812	993	-	-	9	13	876	1,048
Harford	7	7	113	131	11	14	2	8	1,015	1,714	-	-	51	108	1,199	1,982
Howard	3	15	109	179	8	8	2	4	400	1,173	-	2	20	45	542	1,426
Montgomery:																
Rockville	36	60	188	328	26	54	8	22	3,922	5,294	566	429	81	147	4,827	6,334
Takoma Park	5	16	140	246	12	15	4	5	609	943	238	267	18	39	1,026	1,531
Germantown	-	4	-	16	-	1	-	-	-	153	-	6	-	9	-	189
Prince George's	60	79	873	2,090	38	64	7	22	2,956	4,991	36	40	-	-	3,970	7,286
TOTAL	175	287	5,018	8,703	146	249	59	124	21,178	36,315	920	802	681	1,583	28,177	48,063

F-T = Full-time
P-T = Part-time

SOURCE OF DATA: MCHE S-1

TABLE 4-D

MARYLAND COMMUNITY COLLEGES
COMPARISON OF 1973, 1974, AND 1975 BLACK STUDENT FALL ENROLLMENT

College	1973			% of Total Enrollment	1974			% of Total Enrollment	1975			% of Total Enrollment	Change in Percent 1973-1975
	F-T	P-T	Total		F-T	P-T	Total		F-T	P-T	Total		
Allegany	16	5	21	1.8	13	13	26	2.0	21	5	26	1.6	(.2)
Anne Arundel	106	109	215	5.2	87	134	221	4.7	119	214	333	5.9	.7
Baltimore	1,636	3,259	4,895	67.6	1,898	4,128	6,026	72.5	2,750	4,288	7,038	72.9	5.3
Catonsville	91	424	515	6.4	160	611	771	9.0	301	659	960	9.7	3.3
Cecil	16	31	47	6.1	15	21	36	3.6	43	22	65	4.7	(1.4)
Charles	41	104	145	10.9	41	115	156	10.7	46	146	192	9.1	(1.8)
Chesapeake	35	60	95	14.6	40	29	69	10.6	53	39	92	12.8	(1.8)
Dundalk	24	52	76	7.1	35	52	87	6.4	79	84	163	7.8	.7
Essex	61	63	124	2.0	81	93	174	2.4	105	151	256	2.9	.9
Frederick	24	40	64	5.1	27	47	74	5.1	28	70	98	5.9	.8
Garrett	-	-	-		-	-	-		-	-	-		-
Hagerstown	43	15	58	3.6	41	24	65	3.7	50	35	85	4.4	.8
Harford	85	130	215	8.4	84	121	205	7.3	113	131	244	7.7	(.7)
Howard	41	21	62	4.7	69	135	204	14.0	109	179	288	14.6	9.9
Montgomery	241	306	547	4.7	266	430	696	5.5	328	590	918	6.6	1.9
Prince George's	537	1,135	1,672	18.1	628	1,415	2,043	21.2	873	2,090	2,963	26.3	8.2
TOTAL	2,997	5,754	8,751	14.9	3,485	7,368	10,853	16.8	5,018	8,703	13,721	18.0	3.1

F-T = Full-time
P-T = Part-time

SOURCE OF DATA: S-1

TABLE 5-D

MARYLAND COMMUNITY COLLEGES
COMPARISON OF IN-COUNTY/CITY, OUT-OF-COUNTY/CITY, OUT-OF-STATE OPENING ENROLLMENT FALL 1975

College	In-County/City			Out-of-County/City			Out-of-State, Foreign and Residence Unknown			TOTAL ENROLLMENT		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	820	504	1,324	157	24	181	103	21	124	1,080	549	1,629
Anne Arundel	2,174	3,425	5,599	26	41	67	2	-	2	2,202	3,466	5,668
Baltimore	3,240	5,418	8,658	275	576	851	81	66	147	3,596	6,060	9,656
Catonsville	2,038	5,101	7,139	810	1,923	2,733	14	19	33	2,862	7,043	9,905
Cecil	550	801	1,351	2	5	7	4	14	18	556	820	1,376
Charles	602	1,266	1,868	72	169	241	1	5	6	675	1,440	2,115
Chesapeake	284	390	674	10	37	47	-	-	-	294	427	721
Dundalk	665	1,274	1,939	55	98	153	-	-	-	720	1,372	2,092
Essex	2,461	5,056	7,517	512	691	1,203	6	1	7	2,979	5,748	8,727
Frederick	519	1,000	1,519	55	94	149	4	2	6	578	1,096	1,674
Garrett	195	235	430	-	9	9	-	2	2	195	246	441
Hagerstown	783	955	1,738	23	19	42	70	74	144	876	1,048	1,924
Harford	1,142	1,944	3,086	37	32	69	20	6	26	1,199	1,982	3,181
Howard	501	1,330	1,831	40	93	133	1	3	4	542	1,426	1,968
Montgomery:												
Rockville	4,422	5,899	10,321	71	187	258	334	248	582	4,827	6,334	11,161
Takoma Park	798	1,311	2,109	45	73	118	183	147	330	1,026	1,531	2,557
Germantown	-	183	188	-	-	-	-	-	-	-	189	189
Prince George's	3,795	7,000	10,795	69	135	204	106	151	257	3,970	7,286	11,256
TOTAL	24,989	43,097	68,086	2,259	4,207	6,466	929	759	1,688	28,177	48,063	76,240
Percent of Total Enrollment			89%			9%			2%			100%

SOURCE OF DATA: MCHE S-4

TABLE 6-D

MARYLAND COMMUNITY COLLEGES
STUDENT PROJECTIONS FALL 1976-1992

Fall	Full-time	Part-time	TOTAL ENROLLMENT	CREDIT FTE	CREDIT FTDE
1973[a]	24,070	34,647	58,717	35,619	27,568
1974[a]	24,235	40,444	64,679	37,716	28,597
1975[a]	28,177	48,063	76,240	44,198	31,529
1976	29,138	52,180	81,318	46,531	33,503
1977	30,972	56,475	87,447	49,797	35,854
1978	32,644	60,073	92,717	52,668	37,921
1979	34,192	63,213	97,405	55,263	39,789
1980	35,517	65,812	101,329	57,454	41,367
1981	36,498	67,707	104,205	59,067	42,134
1982	37,122	68,903	106,025	60,089	43,265
1983	37,654	69,909	107,563	60,957	43,889
1984	38,024	70,607	108,631	61,559	44,323
1985	38,141	70,828	108,969	61,750	44,460
1986	38,035	70,634	108,669	61,579	43,927
1987	37,790	70,179	107,969	61,183	
1988	37,534	69,706	107,240	60,769	
1989	37,382	69,423	106,805	60,523	
1990	37,380	69,420	106,800	60,520	
1991	37,527	69,693	107,220	60,758	
1992	37,702	70,018	107,720	61,041	

[a] Actual Enrollments

FTE = Full-time Equivalent (full-time + 1/3 part-time)
FTDE = Full-time Day Equivalent

SOURCE OF DATA: MCHE

MARYLAND COMMUNITY COLLEGES
1986 ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING
FOR PLANNING PERIOD JULY 1976 - JULY 1977

College	1973	1974	1975			FTE % Increase (Decrease)					FTDE % Increase (Decrease)		% Day Contact Hours	Fall 1981 Projected		Fall 1986 Projected	
	FTE	FTE	F-T	P-T	FTE	1973-1974	1974-1975	1973 FTDE	1974 FTDE	1975 FTDE	1973-1974	1974-1975	1975	FTE	FTDE	FTE	FTDE
Allegany	927	1,000	1,080	549	1,263	8	26.3	612	760	922	24	21.3	73	1,282	936	1,337	976
Anne Arundel	2,474	2,823	2,202	3,466	3,357	14	18.9	1,880	2,089	2,484	11	18.9	74	4,486	3,320	4,677	3,461
Baltimore	3,979	4,483	3,596	6,060	5,616	13	25.2	2,706	3,139	3,931	16	25.2	70	6,745	4,722	7,032	4,922
Catonsville	4,413	4,500	2,862	7,043	5,210	2	15.8	3,310	3,150	2,657	(5)	(15.7)	51	6,386	3,257	6,657	3,395
Cecil	416	523	556	820	829	26	58.5	258	319	431	24	35.1	52	1,108	576	1,155	601
Charles	722	784	675	1,440	1,155	9	47.3	570	588	785	3	33.5	68	1,910	1,299	1,991	1,354
Chesapeake	404	412	294	427	436	2	5.8	291	301	301	3	-	69	528	364	550	380
Dundalk	520	691	720	1,372	1,177	33	70.3	390	518	624	33	20.5	53	2,010	1,065	2,095	1,110
Essex	3,953	4,207	2,979	5,748	4,895	6	16.4	3,202	3,324	3,720	4	11.9	76	5,587	4,246	5,825	4,427
Frederick	744	824	578	1,096	943	11	14.4	543	544	632	-	16.2	67	1,260	844	1,314	880
Garrett	166	201	195	246	277	21	37.8	121	113	199	(7)	76.1	72	370	266	386	278
Hagerstown	1,061	1,111	876	1,048	1,225	5	10.3	902	933	1,029	3	10.3	84	1,637	1,375	1,707	1,434
Harford	1,520	1,627	1,199	1,982	1,860	7	14.3	1,125	1,155	1,358	3	17.6	73	2,434	1,777	2,537	1,852
Howard	722	772	542	1,426	1,017	7	31.7	505	564	742	12	31.6	73	2,182	1,593	2,275	1,661
Montgomery	7,950	8,079	5,853	8,054	8,537	2	5.7	6,917	7,029	7,171	2	2.0	84	11,410	9,584	11,895	9,992
Prince George's	5,648	5,678	3,970	7,286	6,399	-	12.7	4,236	4,202	4,543	1	8.1	71	9,732	6,910	10,146	7,204
TOTAL	35,619	37,715	28,177	48,063	44,196	6	17.2	27,568	28,728	31,529	4	9.8		59,067	42,134	61,579	43,927

F-T = Full-time
P-T = Part-time
FTE = Full-time Equivalent
FTDE = Full-time Day Equivalent

SOURCE OF DATA: SBCC

Table 8-D

MARYLAND COMMUNITY COLLEGES
COMPARISON OF COMMUNITY COLLEGE ENROLLMENT TO POLITICAL SUBDIVISION SERVED

College (Political Subdivision)	Estimated July 1, 1975 County/City Population	Total In-County Enrollment Fall 1975	% of Population Enrolled Fall 1975
Allegany	81,100	1,324	1.63
Anne Arundel	337,400	5,599	1.66
Baltimore (City)	828,900	8,658	1.05
Catonsville, Dundalk, Essex (Baltimore County)	653,800	16,595	2.54
Cecil	54,700	1,351	2.46
Charles	60,300	1,868	3.10
Chesapeake (Caroline, Kent, Queen Anne's and Talbot Counties)	82,300	674	.82
Frederick	95,200	1,519	1.60
Garrett	23,100	430	1.86
Hagerstown (Washington County)	107,700	1,738	1.61
Harford	131,400	3,086	2.35
Howard	97,100	1,831	1.89
Montgomery	581,800	12,618	2.17
Prince George's	692,700	10,795	1.56
TOTAL	3,827,500	68,086	1.78%

Total population not served by a community college Fall 1975 - 294,800 (7.2 percent of State population).
Total estimated State population July 1, 1975 - 4,122,300.
Estimated student population of State not served by a community college in Fall 1975 - 5,247

* Calvert, Carroll, Dorchester, St. Mary's, Somerset. Wicomico, and Worcester Counties were not being served by a community college in Fall 1975.

SOURCE OF DATA FOR COUNTY POPULATION: State Department of Health and Mental Hygiene
SOURCE OF DATA FOR IN-COUNTY ENROLLMENT: MCHE S-4

MARYLAND COMMUNITY COLLEGES
SUMMARY OF DEGREES AND OTHER FORMAL AWARDS CONFERRED 1975

College	Certificates (Less than Two-Year)	Total A.A. Degrees Awarded	Transfer A.A. Degrees	Occupational A.A. Degrees	Occupational A.A. Degrees: Business & Commerce	Data Processing	Health Service	Mechanical & Engineering Technology	Natural Science	Public Service
Allegany	31	221	40	181	33	7	110	14	17	-
Anne Arundel	29	474	282	192	66	15	54	25	-	32
Baltimore	23	808	266	542	75	19	220	29	6	193
Catonsville	11	762	425	337	63	27	108	47	-	92
Cecil	-	64	50	14	4	-	2	-	-	8
Charles	17	122	65	57	11	9	-	17	10	10
Chesapeake	15	97	71	26	6	-	10	-	-	10
Dundalk	15	82	73	9	2	-	-	2	-	5
Essex	8	716	412	304	41	-	150	7	-	106
Frederick	10	155	137	18	-	6	-	12	-	-
Garrett	-	36	29	7	4	-	-	-	2	1
Hagerstown	6	288	165	123	27	7	41	7	3	38
Harford	33	288	189	99	13	10	70	3	3	-
Howard	46	118	57	61	7	5	49	-	-	-
Montgomery:										
Rockville	66	675	394	281	120	31	5	39	-	86
Takoma Park	20	259	74	185	8	2	173	1	-	1
Prince George's	6	884	478	406	87	32	194	23	-	70
TOTAL	336	6,049	3,207	2,842	567	170	1,186	226	41	652
Percent of Total A.A. Degrees	-	100%	53%	47%	10%	3%	20%	4%	1%	11%

A.A. = Associate in Arts

SOURCE OF DATA: MCHE D

MARYLAND COMMUNITY COLLEGES
COMPARISON OF 1971, 1972, 1973, 1974, AND 1975 DEGREES AND CERTIFICATES AWARDED
FISCAL YEARS

College	Transfer A.A. Degrees Awarded					Occupational A.A. Degrees Awarded					Certificates Awarded (Less Than Two-Year)				
	1971	1972	1973	1974	1975	1971	1972	1973	1974	1975	1971	1972	1973	1974	1975
Allegany	42	82	49	43	40	3	78	120	145	181	4	5	1	19	31
Anne Arundel	91	137	154	237	282	59	105	121	145	192	-	1	3	16	29
Baltimore	361	216	351	290	266	230	467	472	536	542	3	13	26	11	23
Catonsville	255	336	417	399	425	104	190	285	326	337	5	8	-	7	11
Cecil	30	37	34	31	50	1	11	8	11	14	-	1	-	-	-
Charles	47	40	60	67	65	17	23	29	35	57	31	7	104	10	17
Chesapeake	59	54	89	58	71	6	17	19	25	26	14	10	13	6	15
Dundalk	-	-	24	53	73	-	-	1	3	9	-	-	-	31	15
Essex	238	317	347	397	412	78	121	158	272	304	-	-	2	7	8
Frederick	66	76	110	119	137	43	49	10	9	18	9	13	10	8	10
Garrett	-	-	14	23	29	-	-	2	8	7	-	-	-	-	-
Hagerstown	172	158	141	142	165	53	56	83	104	123	7	1	1	5	6
Harford	159	150	183	170	189	47	64	85	103	99	33	7	114	17	33
Howard	-	30	25	33	57	-	5	8	50	61	-	1	-	38	46
Montgomery:															
Rockville	275	336	383	376	394	90	136	170	260	281	5	10	18	55	66
Takoma Park	122	128	113	83	74	91	116	148	168	185	-	2	6	20	20
Prince George's	350	387	392	412	478	95	146	256	393	406	3	-	4	2	6
TOTAL	2,267	2,484	2,886	2,933	3,207	917	1,584	1,975	2,593	2,842	114	79	302	252	336

A.A. = Associate in Arts

SOURCE OF DATA: MCHE D

TABLE 11-D

MARYLAND COMMUNITY COLLEGES
CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS FISCAL YEAR 1975

College	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	Plant Operation	Scholar-ships	Educational and General Mandatory Transfers	Auxiliary Enterprises	Independent Operations	TOTAL
Allegany	$ 1,731,193	$ -	$ -	$ 242,899	$ 257,510	$ 513,107	$ 164,344	$ 39,940	$ -	$ -	$	$ 2,948,993
Anne Arundel	3,621,643	-	49,369	242,230	287,902	524,018	767,812	54,476	-	281,349	-	5,828,799
Baltimore	4,893,979	-	503,733	326,563	512,153	957,891	1,072,455	288,915	839,781	736,205	-	10,131,675
Catonsville	4,693,116	1,350	-	900,648	1,203,020	2,036,159	1,086,193	185,918	111,187	526,621	-	10,744,212
Cecil	659,005	-	-	120,786	125,678	128,803	118,715	-	-	-	-	1,152,987
Charles	1,244,841	108,912	-	-	196,224	408,441	307,074	6,382	13,361	80,423	-	2,365,658
Chesapeake	499,822	45,658	-	2,199	278,399	182,682	268,799	-	-	48,178	-	1,325,737
Dundalk	815,056	-	-	320,272	310,867	588,043	232,361	5,557	146,425	52,859	-	2,471,440
Essex	4,072,923	-	-	502,788	673,815	1,358,948	1,099,606	-	-	405,456	-	8,113,536
Frederick	791,547	7,808	309,814	240,556	133,172	192,410	275,651	17,339	-	121,604	-	2,089,901
Garrett	774,727	12,037	-	83,625	93,514	165,382	104,053	-	-	17,104	-	1,250,442
Hagerstown	1,408,880	-	166,146	204,341	173,056	547,695	210,028	-	232	135,514	-	2,845,892
Harford	2,324,774	-	-	194,885	482,753	556,898	619,448	80,888	6,808	321,216	-	4,587,670
Howard	987,303	-	104,419	225,830	172,391	366,169	238,253	9,500	-	77,749	-	2,181,614
Montgomery	9,982,570	-	12,717	1,515,436	1,266,510	3,458,735	2,294,691	217,969	-	1,588,545	187,973	20,525,146
Prince George's	6,292,759	-	543,935	465,225	1,225,405	2,097,364	1,164,186	-	11,668	-	-	11,800,542
TOTAL	$44,794,138	$175,765	$1,690,133	$5,588,283	$7,392,369	$14,082,745	$10,023,669	$906,884	$1,129,462	$4,392,823	$187,973	$90,364,244

SOURCE OF DATA: HEGIS 2300-4

TABLE 12-D

MARYLAND COMMUNITY COLLEGES
CURRENT FUNDS REVENUES FISCAL YEAR 1975

College	Tuition and Fees	Government Appropriations			Government Grants and Contracts	Other	TOTAL
		Federal	State	Local			
Allegany	$ 532,018	$ 118,769	$ 978,817	$ 514,600	$ 520,888	$ 149,147	$ 2,814,239
Anne Arundel	1,492,043	-	2,269,211	1,919,110	272,539	385,510	6,338,413
Baltimore	1,826,224	-	3,446,050	2,414,962	813,304	722,933	9,223,473
Catonsville	2,449,582	-	4,111,294	3,107,535	449,504	656,155	10,774,070
Cecil	252,500	75,592	509,719	284,000	-	11,315	1,133,126
Charles	529,864	335,736	920,367	649,000	182,542	408,330	3,025,839
Chesapeake	232,838	109,545	514,822	295,561	77,940	73,342	1,304,048
Dundalk	335,267	-	806,313	1,115,346	102,369	110,473	2,469,768
Essex	1,802,968	-	3,160,590	2,403,483	279,741	489,933	8,136,715
Frederick	413,271	120,486	791,518	536,481	11,526	146,712	2,019,994
Garrett	150,423	-	508,816	246,355	276,825	47,784	1,230,203
Hagerstown	599,114	92,857	956,615	844,316	150,663	188,455	2,832,020
Harford	1,082,874	-	1,599,024	1,068,125	390,584	380,825	4,521,432
Howard	417,491	-	775,035	890,088	7,660	127,643	2,217,917
Montgomery	6,054,242	-	5,600,840	5,690,190	841,978	2,274,236	20,461,486
Prince George's	3,208,193	-	4,733,496	2,806,580	871,121	244,894	11,864,284
TOTAL	$21,378,912	$ 852,985	$31,682,527	$24,785,732	$ 5,249,184	$ 6,417,687	$90,367,027

SOURCE OF DATA: HEGIS 2300-4

TABLE 13-D

MARYLAND COMMUNITY COLLEGES
PHYSICAL PLANT ASSETS AT END OF FISCAL YEAR 1975

College	Land	Buildings	Equipment	TOTAL
Allegany	$ 163,170	$ 5,788,874	$ 1,222,620	$ 7,174,664
Anne Arundel	368,000	11,946,171	2,775,611	15,089,782
Baltimore	272,677	5,750,012	1,283,173	7,305,862
Catonsville	1,715,593	9,670,902	2,896,406	14,282,901
Cecil	20,176	1,374,278	454,874	1,849,328
Charles	98,794	4,733,101	546,556	5,378,451
Chesapeake	118,105	3,089,079	626,653	3,833,837
Dundalk	313,536	1,538,054	662,953	2,514,543
Essex	1,566,157	15,490,792	2,596,235	19,653,184
Frederick	668,894	3,657,747	609,878	4,936,519
Garrett	86,110	1,474,396	521,686	2,082,192
Hagerstown	233,000	5,479,403	1,289,352	7,001,755
Harford	450,000	5,497,681	1,519,000	7,466,681
Howard	514,790	2,582,125	889,962	3,986,877
Montgomery	5,678,989	23,105,016	3,796,690	32,580,695
Prince George's	2,492,439	15,119,290	2,175,681	19,787,410
TOTAL 1975	$ 14,760,430	$116,296,921	$ 23,867,330	$154,924,681
TOTAL 1974	$ 8,904,576	$104,149,324	$ 19,921,586	$132,975,666
TOTAL 1973	$ 7,223,690	$ 96,683,972	$ 16,729,170	$119,636,832
TOTAL 1972	$ 5,163,300	$ 74,988,270	$ 14,977,104	$ 96,128,671
TOTAL 1971	$ 5,441,594	$ 70,300,900	$ 12,403,402	$ 88,145,896

SOURCE OF DATA: HEGIS 2300-4

TABLE 14-D

MARYLAND COMMUNITY COLLEGES
CAPITAL CONSTRUCTION STATE BOND AUTHORIZATIONS

	Year of Authorization	Amount
Local community colleges:		
	1975	$ 10,000,000
	1974	8,000,000
	1973	-
	1972	10,000,000
	1971	15,000,000
	1970	5,000,000
	1969	10,000,000
	1968	10,000,000
	1967	10,000,000
	1964	15,000,000
	1962	5,000,000
	1961	5,000,000
		$103,000,000
Regional community colleges:		
	1969	$ 3,000,000
	1965	5,000,000
		$ 8,000,000
TOTAL		$111,000,000

SOURCE OF DATA: SBCC

TABLE 15-D

MARYLAND COMMUNITY COLLEGES
TUITION 1975-1976[a]

College	Service Area	Resident of Service Area		Maryland Resident from Outside Service Area		Out-of-State Resident	
		Per Term Full-time	Per Hour Part-time	Per Term Full-time	Per Hour Part-time	Per Term Full-time	Per Hour Part-time
Allegany	Allegany County	$150.00	$ 15.00	$350.00	$ 35.00	$ 700.00	$ 70.00
Anne Arundel	Anne Arundel County	200.00	17.00	440.00	38.00	800.00	68.00
Baltimore	Baltimore County	157.50	15.00	315.00	30.00	472.50	45.00
Catonsville	Baltimore County	150.00	13.00	300.00	26.00	600.00	52.00
Cecil	Cecil County	150.00	12.50	300.00	25.00	500.00	42.00
Charles	Charles County	180.00	15.00	360.00	30.00	540.00	45.00
Chesapeake	Caroline, Kent, Queen Anne's & Talbot Counties	170.00	17.00	340.00	34.00	1,000.00	60.00
Dundalk	Baltimore County	150.00	13.00	300.00	26.00	600.00	52.00
Essex	Baltimore County	150.00	13.00	300.00	26.00	600.00	52.00
Frederick	Frederick County	150.00	12.00	300.00	25.00	600.00	50.00
Garrett	Garrett County	150.00	12.00	300.00	20.00	400.00	40.00
Hagerstown	Washington County	150.00	13.00	350.00	29.00	600.00	50.00
Harford	Harford County	204.00[b]	17.00	480.00[b]	40.00	816.00[b]	68.00
Howard	Howard County	160.00	14.00	320.00	27.00	550.00	45.00
Montgomery	Montgomery County	250.00[c]	20.00	660.00[c]	45.00	850.00[c]	70.00
Prince George's	Prince George's County	13.00[d]	13.00	30.00[d]	30.00	53.00[d]	53.00

[a] In addition to tuition, a range and variety of fees are also charged by the community colleges but are not included in this table.

[b] Harford has an interval tuition schedule based on credit hour load; the figures reported here represent a 12-15 credit hour load.

[c] Montgomery has a modified credit hour tuition charge up to the maximum reported here.

[d] Per credit hour charges.

SOURCE OF DATA: SBCC

TABLE 16-D

MARYLAND COMMUNITY COLLEGES
INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY TYPE OF ROOM
FISCAL YEARS 1971 - 1975*

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Supporting	Health Care	Unassigned	TOTAL
Allegany	26,681	46,125	17,256	13,924	27,753	20,284	5,003	-	-	157,026
Anne Arundel	29,405	54,586	33,570	8,811	34,190	20,731	10,098	397	-	191,788
Baltimore	27,649	47,097	35,634	19,514	27,590	24,884	6,052	512	-	188,932
Catonsville	46,430	33,376	51,893	25,852	66,095	22,524	5,867	438	3,951	256,426
Cecil	5,172	6,534	5,543	2,804	2,360	2,860	272	-	-	25,545
Charles	9,685	13,376	12,783	4,557	26,964	6,440	6,593	-	-	80,398
Chesapeake	11,763	16,539	11,859	6,871	16,085	9,558	1,362	-	-	74,037
Dundalk	6,403	5,000	11,259	4,150	-	6,784	1,089	300	-	34,985
Essex	36,770	45,558	40,261	22,081	68,834	39,985	6,019	-	1,960	261,468
Frederick	12,194	15,272	12,573	9,070	17,756	9,736	1,657	-	-	78,258
Garrett	8,334	3,356	4,826	2,876	8,717	5,952	273	141	-	34,475
Hagerstown	17,972	26,531	17,727	13,957	15,884	6,553	4,036	214	2,589	105,463
Harford	15,781	47,973	23,646	6,018	37,248	20,301	7,495	488	-	158,950
Howard	8,752	12,315	10,530	6,195	1,174	4,493	1,603	-	3,366	48,428
Montgomery:										
Rockville	54,723	91,673	76,762	55,029	65,901	53,315	11,624	463	-	409,490
Takoma Park	13,679	23,446	21,173	6,254	603	10,713	2,548	-	159	78,575
Prince George's	29,224	47,917	32,514	8,218	23,329	71,809	9,564	272	-	222,847
TOTAL 1975 *	360,617	536,674	419,809	216,181	440,483	336,922	81,155	3,225	12,025	2,407,091
TOTAL 1974	333,813	472,628	390,782	212,861	415,251	295,393	83,920	2,813	23,801	2,231,262
TOTAL 1973	331,375	435,229	357,149	225,224	385,445	288,610	81,046	4,743	22,371	2,131,192
TOTAL 1972	328,481	409,708	329,521	230,843	379,161	257,232	66,702	126	54,798	2,051,572
TOTAL 1971	329,346	415,189	307,196	171,660	353,459	236,847	66,899	580	18,227	1,899,403
TOTAL 1970	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2,972	12,266	1,675,575

* Inventory as of September 30 of each year.

SOURCE OF DATA: HEGIS 2300-7

TABLE 17-D

MARYLAND COMMUNITY COLLEGES
SUMMARY
EMPLOYEES BY RACE, SEX, AND OCCUPATIONAL ACTIVITY FALL 1975

Function	Minority		White		Male		Female		TOTAL
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Executive, Administrative, and Managerial	27	9	281	91	260	84	49	16	309
Instructional Faculty	247	7	3,444	93	2,342	63	1,373	37	3,715
Other Professional	48	17	239	83	160	56	127	44	287
Support Staff	486	21	1,829	79	887	38	1,429	62	2,316
TOTAL	808	12	5,793	87	3,649	55	2,978	45	6,627

SOURCE OF DATA: MCHE E-1

TABLE 18-D

MARYLAND COMMUNITY COLLEGES
EMPLOYEES BY COLLEGE BY RACE AND SEX FALL 1975

College	Minority		White		Male		Female		TOTAL
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Allegany	1	-	215	100	117	54	99	46	216
Anne Arundel	35	8	399	92	250	58	184	42	434
Baltimore	313	35	580	65	492	55	407	45	899
Catonsville	68	10	606	90	421	62	255	38	676
Cecil	2	1	136	99	93	67	45	33	138
Charles	19	9	198	91	129	59	88	41	217
Chesapeake	10	12	70	88	38	48	42	52	80
Dundalk	20	10	177	90	103	52	94	48	197
Essex	18	4	424	96	206	47	236	53	442
Frederick	9	6	131	94	68	49	72	51	140
Garrett	-	-	73	100	48	66	25	34	73
Hagerstown	1	1	184	99	106	57	79	43	185
Harford	23	6	341	94	202	55	162	45	364
Howard	11	7	153	93	78	48	86	52	164
Montgomery	102	8	1,204	91	743	56	581	44	1,324
Prince George's	176	16	902	84	555	51	523	49	1,078
TOTAL	808	12	5,793	87	3,649	55	2,978	45	6,627

SOURCE OF DATA: MCHE E-1

TABLE 19-D

MARYLAND COMMUNITY COLLEGES
ADMINISTRATIVE EMPLOYEES BY RACE AND SEX FALL 1975

College	Minority		White		Male		Female		TOTAL
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Allegany	-	-	14	100	14	100	-	-	14
Anne Arundel	1	6	17	94	16	89	2	11	18
Baltimore	10	32	21	68	26	84	5	16	31
Catonsville	1	3	33	97	24	71	10	29	34
Cecil	1	12	7	88	7	88	1	12	8
Charles	-	-	7	100	7	100	-	-	7
Chesapeake	-	-	6	100	6	100	-	-	6
Dundalk	4	33	8	67	8	67	4	33	12
Essex	1	6	16	94	16	94	1	6	17
Frederick	2	8	23	92	18	72	7	28	25
Garrett	-	-	6	100	5	83	1	17	6
Hagerstown	-	-	17	100	15	88	2	12	17
Harford	-	-	19	100	18	95	1	5	19
Howard	1	6	17	94	15	83	3	17	18
Montgomery	1	3	37	95	35	90	4	10	39
Prince George's	5	13	33	87	30	79	8	21	38
TOTAL	27	9	281	91	260	84	49	16	309

SOURCE OF DATA: MCHE E-1

TABLE 20-D

MARYLAND COMMUNITY COLLEGES
INSTRUCTIONAL EMPLOYEES BY RACE AND SEX FALL 1975

College	Minority		White		Male		Female		TOTAL
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Allegany	-	-	77	100	45	58	32	42	77
Anne Arundel	3	1	260	99	183	70	80	30	263
Baltimore	118	22	423	78	320	59	226	41	546
Catonsville	25	6	399	94	301	71	125	29	426
Cecil	-	-	110	100	80	73	30	27	110
Charles	6	5	109	95	80	70	35	30	115
Chesapeake	1	3	28	97	14	48	15	52	29
Dundalk	6	5	109	95	75	65	40	35	115
Essex	5	3	157	97	97	60	65	40	162
Frederick	2	3	65	97	36	54	31	46	67
Garrett	-	-	41	100	35	85	6	15	41
Hagerstown	1	1	100	99	66	65	35	35	101
Harford	3	2	175	98	118	66	60	34	178
Howard	1	1	81	99	44	54	38	46	82
Montgomery	16	2	769	96	498	62	304	38	802
Prince George's	60	10	541	90	350	58	251	42	601
TOTAL	247	7	3,444	93	2,342	63	1,373	37	3,715

SOURCE OF DATA: MCHE E-1

TABLE 21-D

MARYLAND COMMUNITY COLLEGES
OTHER PROFESSIONAL EMPLOYEES BY RACE AND SEX FALL 1975

College	Minority		White		Male		Female		TOTAL
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Allegany	1	2	54	98	30	55	25	45	55
Anne Arundel	-	-	11	100	8	73	3	27	11
Baltimore	41	52	38	48	47	59	32	41	79
Catonsville	-	-	-	-	-	-	-	-	-
Cecil	-	-	1	100	1	100	-	-	1
Charles	1	6	17	94	10	56	8	44	18
Chesapeake	-	-	7	100	5	71	2	29	7
Dundalk	-	-	4	100	3	75	1	25	4
Essex	1	3	34	97	16	46	19	54	35
Frederick	-	-	4	100	1	25	3	75	4
Garrett	-	-	-	-	-	-	-	-	-
Hagerstown	-	-	9	100	4	44	5	56	9
Harford	1	8	12	92	9	69	4	31	13
Howard	-	-	9	100	3	33	6	67	9
Montgomery	1	4	27	96	14	50	14	50	28
Prince George's	2	14	12	86	9	64	5	36	14
TOTAL	48	17	239	83	160	56	127	44	287

SOURCE OF DATA: MCHE E-1

TABLE 22-D

MARYLAND COMMUNITY COLLEGES
SUPPORT STAFF EMPLOYEES BY RACE AND SEX FALL 1975

College	Minority		White		Male		Female		TOTAL
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Allegany	-	-	70	100	28	40	42	60	70
Anne Arundel	31	22	111	78	43	30	99	70	142
Baltimore	144	59	98	40	99	41	144	59	243
Catonsville	42	19	174	81	96	44	120	56	216
Cecil	1	5	18	95	5	26	14	74	19
Charles	12	16	65	84	32	42	45	58	77
Chesapeake	9	24	29	76	13	34	25	66	38
Dundalk	10	15	56	85	17	26	49	74	66
Essex	11	5	217	95	77	34	151	66	228
Frederick	5	11	39	89	13	30	31	70	44
Garrett	-	-	26	100	8	31	18	69	26
Hagerstown	-	-	58	100	21	36	37	64	58
Harford	19	12	135	88	57	37	97	63	154
Howard	9	16	46	84	16	29	39	71	55
Montgomery	84	18	371	82	196	43	259	57	455
Prince George's	109	26	316	74	166	39	259	61	425
TOTAL	486	21	1,829	79	887	38	1,429	62	2,316

SOURCE OF DATA: MCHE E-1

APPENDIX E

SPACE ALLOCATION GUIDELINES
FOR THE ADMINISTRATION AND DEVELOPMENT
OF CONSTRUCTION PROJECTS
FOR THE PUBLIC JUNIOR OR COMMUNITY COLLEGES
IN THE STATE OF MARYLAND

In addition to the *General Public Junior or Community College or Regional Community College Construction Procedures* as adopted by the Board of Public Works on January 5, 1972, these Guidelines, adopted by the Board of Public Works on November 7, 1974, are to be used for the determination of the capital funding by the State for specific projects.

Part A. FACILITIES AND PROJECT ELEMENTS FOR WHICH STATE FINANCING IS UNAVAILABLE

1. Game room, recreation rooms, and ballrooms;
2. Residence halls and faculty housing;
3. Facilities for research not related to instruction;
4. Stadiums, field houses, or arenas, including indoor track and field facilities;
5. Temporary outdoor seating;
6. Temporary parking lots except for those surfaced with stone, gravel, or other aggregate;
7. Parking garages;
8. More than minimal stage lighting;
9. Outdoor lighting of athletic facilities;
10. Decorative pools and fountains;
11. Draperies;
12. Murals, sculpture, or other art work;
13. Planter boxes;

14. Extensive areas of brick or stone paving;

15. Fees or other costs in connection with items or projects excluded from State participation, and the proportional areas of a building which exceed the efficiency factor cited in Part C, section 2.2.

The above restrictions shall not preclude the option of the local authority from financing those facilities or portions thereof not eligible for State financial assistance.

Part B. SPACE GUIDELINES

1. Fundamental Principles

1.1 These Guidelines are for determining needs which require capital funding by the State. These capital requirements (or computed needs) Guidelines are not to be used to architecturally design a specific space or facility. Any space architecturally designed, however, must fall within the computed needs developed by these capital requirements Guidelines.

1.2 Normally, projects shall be planned using a five-year enrollment projection. For specialized or unique facilities, such as libraries, gymnasiums, assembly areas, audiovisual, radio, television, food facilities, and merchandising facilities, a ten-year projection shall be used. Insofar as practicable, these facilities should be designed and located to permit future expansion.

1.3 Full-time day (8:00 a.m. to 5:00 p.m.) students and part-time day students shall be equated to full-time day equivalent (FTDE) students which count, used in conjunction with space factors, will be a major basis for determining space needs. Only students attending the campus for which space needs are being computed shall be counted.

1.4 The full-time day equivalent count for each college is to be determined and certified by the executive director of the State Board for Community Colleges in accordance with the accepted Statewide definitions promulgated by the Maryland Council for Higher Education.

1.5 Daytime weekly student contact hours (WSCH) are to be used to compute classroom, laboratory, and gymnasium space needs. Such WSCH shall be certified by the executive director of the State Board. Except for prerequisite courses, no noncredit contact hours are to be allowed in computing space. Only "on campus" hours are valid.

1.6 Enrollment projections to be used by the colleges by applying these Guidelines will be revised and agreed upon no later than January 1 by the State Board for Community Colleges and the Maryland Council for Higher Education. A projected five-year minimum of 700 full-time equivalent (FTE) students (not including transfers from existing institutions) will be required as one of the conditions for approval of new colleges or additional campuses for existing institutions.

1.7 Office space shall be based on the count of full-time faculty equivalent, full-time administrators, full-time librarians, full-time staff, and student officers as determined and certified by the executive director of the State Board.

1.8 Categories of spaces with identifying code numbers and definitions shall conform to the Maryland Council for Higher Education's "Facilities Classification and Inventory Procedures Manual."

1.9 Community College capital requirements guidelines are as follows:

			Space Factor by Size of FTDE Enrollment			
MCHE Code	**Space**	**Base**	**Under 1,000**	**1,000-2,499**	**2,500-4,999**	**5,000 and Up**
100	CLASSROOM	WSCH[1]	.90	.84	.83	.76
200	LABORATORY	WSCH	4.00	3.57	3.41	3.26
300	OFFICE	FTEF[2] FT Staff Student Officers[3]	140.00	140.00	140.00	140.00
400	STUDY (Libraries, etc.)	Total		see subsections		
410	Seating	FTDE[4]	6.25	6.25	6.25	6.25
420	Stack	BVE[5]	.10	.10	.10	.10
440-455	Processing	Sum of 410 plus 420	.16	.16	.16	.16
500	SPECIAL USE			see subsections		
520	Physical Education	WSC	11.00[6]	11.00[6]	11.00	11.00
530	AV, Radio, TV	FTDE	.80[7]	.90[8]	.90[8]	.90[8]
600	GENERAL USE			see subsections		
610	Assembly	FTDE	Ad Hoc	3.70	3.00[9]	2.20
620	Exhibition	FTDE	1.00	.50	.40	.30
630	Food Facilities	FTDE, FT Faculty FT Staff	3.00	3.00	3.00	3.00
650	Lounge Facilities	FTDE	1.50	1.50	1.50	1.50
660	Merchandising Facilities	FTDE	.50[10]	.50[10]	.50	.50
700	SUPPORT			see subsections		
710	Data Processing	FTDE	Ad Hoc	.30[11]	.50[12]	.30[13]
720-745	Shops, Storage Vehicle Storage, and Repair	FTDE	4.25	3.10	2.18	1.70
800	HEALTH SUITE	FTDE	.50[14]	.21[14]	.21	.20

NOTE: Computed need in any space category shall not exceed the lowest amount that can be computed for a college in the next size category.

1.10 Abbreviations, definitions, and footnotes:

(1) WSCH - Weekly Student Contact Hours for day students in credit or prerequisite courses only.

(2) FTEF - Full-time Equivalent Faculty. All full-time faculty, including librarians, plus 25 percent of all part-time faculty.

(3) 1,120 square feet maximum for student offices.

(4) FTDE - Full-time Day Equivalent. Percentage of institutional student contact hours generated between 8:00 a.m. and 5:00 p.m. multiplied by the full-time equivalent enrollment (percent day institutional contact hours times FTE = FTDE).

(5) BVE - Bound Volume Equivalent. Recommend 20,000 BVE for first 1,000 FTE and 1,000 BVE for every 100 FTE above 1,000.

Bound Volume Equivalents

Type	Unit	BVE
Books	volume	1.0000
Documents, music scores, and pamphlets, including archives	item	.1250
Maps, in cases	item	2.0000
Microfilm, boxed	reel	.3125
Microprint, boxed	item	.0125
Newspapers, unbound	title	17.8570
Newspapers, back files	volume	13.8800
Periodicals, unbound	title	2.0000
Periodicals, boxed	title	4.0000
Recordings	item	.2500
Reference	volume	2.8750
Slides, bound	item	.0483
Slides, unbound	item	.0244

(6) Minimum size gymnasium facility - 15,000 NASF (no pool). Acceptable pool size is 7,000 NASF maximum; must be justified.

(7) No provision made for television.

(8) Includes space for television when justified.

(9) 8,320 NASF minimum allowed for this facility.

(10) 800 NASF allowable if FTDE count is too low.

(11) 700 NASF terminal maximum allowable.

(12) 2,000 NASF center maximum allowable.

(13) 2,500 NASF center maximum allowable.

(14) 400 NASF allowable if FTDE count is too low.

1.11 Explanation of factor development. The elements for computing the space factor used for determining space needs for classrooms, laboratories, and physical education are the net assignable square feet per student station (NASF/SS); the number of hours in a 45 hour week the space should be used (hours/week); and the percent of student occupancy of the room when space is in use. These elements are expressed in the formula:

$$\text{Space factor} = \frac{\text{NASF/SS}}{\text{hours/week} \times \text{\% occupancy}}$$

100 - Classroom. The station size was developed by using a weighted average of station sizes from 20 NASF/SS for small seminar rooms to 12 NASF/SS for lecture halls. To this average (16 NASF/SS) was added 2 percent for service areas, resulting in a station size of 16.3.

The hours of use ranged from 30 hours/week in small colleges to 33 hours/week in the largest colleges. The percent of student occupancies ranged from 60 percent for small colleges to 65 percent for the largest colleges.

Specific figures for each size group of colleges are:

Under 1,000 FTDE - 16.3 ÷ (30 x .600) = .90
1,000 to 2,499 - 16.3 ÷ (31 x .625) = .84
2,500 to 4,999 - 16.3 ÷ (32 x .625) = .83
5,000 and up - 16.3 ÷ (33 x .650) = .76

200 - Laboratory. To determine a composite station size, weighted average of transfer program and technical program types of laboratories were computed which gave a composite of 48 NASF. To this was added 20 percent for service and 4 percent for individual laboratories, making a total composite station size of 60 NASF.

The hours of use ranged from 20 per week for small colleges to 23 per week for the largest schools. The percent of student occupancy used was 75 percent for the smallest group and 80 percent for all others.

Specific figures for each size group of colleges are:

Under 1,000 FTDE - 60 ÷ (20 x .75) = 4.00
1,000 to 2,499 - 60 ÷ (21 x .80) = 3.57
2,500 to 4,999 - 60 ÷ (22 x .80) = 3.41
5,000 and up - 60 ÷ (23 x .80) = 3.26

300 - Office. The allowance of 140 NASF per individual requiring office space was adopted to cover all space required for faculty, administrative, clerical, student offices (1,120 square feet maximum), library offices, file rooms, mimeograph rooms, vaults, conference rooms, waiting rooms, interview rooms, closets, private toilets, record rooms, and office supply rooms. Centralized mimeograph or print shops were not included.

400 - Study. This category includes library and learning resources centers. Space determination formula followed American Library Association (ALA) recommendations. Seating station size is 25 NASF which, when multiplied by seating for 25 percent of the FTDE, produces a seating factor of 6.25 (25 x .25).

The size of the stack space is determined by allowing .1 NASF per bound volume equivalent (BVE) with a library of 20,000 BVE recommended for the first 1,000 FTE and 1,000 BVE per 100 FTE thereafter, although no ceiling on volume count is mandatory.

The processing and service spaces are determined as a group by taking 16 percent of the combined seating and stack space.

The total space for library is found by adding the space computed for seating, stack, and service.

500 - Special Use.

520 - Physical Education. For all but the largest colleges, the elements for computing the space needs are 250 square feet per station, 30 hours/week, and 75 percent occupancy. For the largest colleges, 80 percent occupancy was used.

Recognizing that WSCH for smaller colleges could not generate enough space needs to equal the very large station size, a minimum size facility of 15,000 NASF for the gymnasium, including game courts, multi-use rooms, locker, shower, towel, first aid, dressing, and equipment supply rooms, was included in the Guidelines. A six-lane swimming pool of 7,000 NASF maximum was incorporated as a separate requirement which must be fully justified to be funded.

It is noted that service is included in the 250 NASF station size.

530 - Audiovisual, Radio, Television, and Service. The factor is based on the relation of the FTDE to a maximum model facility for each size group; e.g., for a small college a facility which includes no space for television should not require more than 800 NASF, or for a medium-large size college, no more than 4,500 NASF, including a television studio. Obviously, all such facilities need full justification regardless of the size of the college.

600 - General Use.

610 - Assembly. This factor is related to the maximum size assembly or auditorium facility for the size of the college. In the case of the small (under 1,000 FTDE) there is no factor as constructing an assembly facility would have to be on an ad hoc basis with ample justification. An assembly space of 8,320 NASF minimum would be provided until the computed need, based on the appropriate space factor, exceeds this amount.

620 - Exhibition. These factors are based on 1 percent of the combined instructional spaces on campus or the sum of space developed for categories 100 through 500.

630 - Food Facilities. This factor is based on a station size of 21 NASF, 45 percent of the FTDE students, plus full-time faculty and full-time staff, and a 3.2 times turnover rate.

650 - Lounge Facilities. The factor for this category is based on a station of 15 NASF and 10 percent of the FTDE occupying the space.

660 - Merchandising Facilities. This category is provided to permit the allocation of space for student book stores for the sale of instructional materials only.

700 - Support.

710 - Data Processing. The factors were developed from models of 700 NASF for a data processing terminal and 2,000 to 2,500 NASF for computer centers. Small colleges would be allocated space on an ad hoc basis.

720-745 - Shops, Storage, Vehicle Storage and Repair. The factor is developed to give the college flexibility to take care of shops for physical plant maintenance, central duplication shops, and comprehensive or centralized audio-visual preparation area, as well as central storage facilities and inactive departmental storage. This category also provides for vehicle storage and service facilities if desired by the college.

These factors were developed by summing the factors previously used in the Guidelines for the 720, 730, and 740-790 categories as follows:

			Under 1,000	1,000-2,499	2,500-4,999	5,000 and Up
720	Shop	FTDE	.50	.60	.50	.40
730	Storage	FTDE	.75	.90	.78	.60
740-790	All Other	FTDE	3.00	1.60	.90	.70
	Total		4.25	3.10	2.18	1.70

800 - Health Facilities. The factor is based on a model suite consisting of one bed (100 NASF) and one examining room (160 NASF) for the first 2,500 FTDE students and an additional two beds and examining room for the next 2,500 FTDE. To this space would be added office space as computed per category 300.

2. Outdoor Facilities

2.1 Parking: Specify 300 square feet per car.

75 percent: Full-time faculty
75 percent: Staff
75 percent: FTDE
2 percent: Visitors (2 percent of total authorized spaces)

2.2 Outdoor physical education and recreational facilities are to be based upon 100 square feet per head count day student and justified by program requirements with a minimum of the following if justified:

Six tennis courts;
Two fields with a total of 300,000 square feet, one of
  which may have a track (six lanes with an eight-lane
  straightaway).

Part C. DESIGN CRITERIA

1.1 Building design shall comply with the current BOCA Building Code as a minimum requirement and meet the fire protection requirements of the current NFPA Code 101. The building shall comply with State regulations governing construction of facilities for the handicapped with the exception that the installation of an elevator in buildings of more than one story shall be mandatory.

1.1.1 Food handling and sanitation facilities shall comply with regulations of the local health department.

1.1.2 Architects and consultants shall establish and maintain early coordination with the State Fire Marshal so that the design is economically compatible with fire protection requirements.

1.1.3 Site clearing and grading shall comply with the requirements for sediment and erosion control of the State.

1.1.4 Building design and construction shall further comply with all local building codes and ordinances.

1.1.5 Floor loadings shall be as approved by the Department of General Services.

1.2 The efficiency factor (gross area divided by assignable space) shall be as low as possible, preferably 1.5 - 1.67, depending on building use. Gross area is the sum of assignable and nonassignable areas. (See Appendix E of *Higher Education Facilities Classification and Inventory Procedures Manual.*)

1.3 The design statement should result in an unpretentious, functional, pleasant appearing building which best responds to the educational and building programs which have been approved for the project and available budget. The ultimate concept should be one that would evolve into a building that could be initially built, operated, and maintained for the best dollar value.

1.3.1 Buildings should be designed with a simple and regular configuration. A low ratio of perimeter to area is usually an indication of an economical design. Compactness is a desirable and cost-saving feature.

1.3.2 The building should be planned on a modular grid. Usually a four or five foot grid is adaptable to most educational facilities. Grid dimensions are often related to the ceiling system. The basic elements, walls, partitions, and structural columns, should ideally coincide with a grid line(s) or intersection.

1.3.3 In the design of educational buildings, considerable economy may be achieved during preliminary design if the structural skeleton and architecture are integrated in an honest and straightforward manner. Regular and repetitive bays and members reduce fabrication and erection costs.

1.3.4 Exterior walls, including thickness, type, and material, should be developed to efficiently and economically meet the primary functions of enclosure, support, weathertightness, and thermal insulation. Aesthetics should be of secondary importance.

1.3.5 Architectural cliches, vogues, and stylistic cuteness are costly and should be avoided.

1.3.6 Environmental systems should be selected and designed on the basis of life cycle costs. The choice of systems shall be based on annual owning and operating costs for twenty-five years with interest compounded at 6 percent.

1.3.7 The building design shall be consistent in all respects with the current concerns and/or future requirements for energy conservation.

1.4 The basic design decisions should be accomplished with the team approach rather than the usual fragmented one of the architect and his consultants working independently, each doing his own thing.

1.4.1 The design team should consist of all interested parties: the architect, his consultants, and his cost estimator. The owner and his staff and representative should work very closely with the architect and participate in making basic decisions.

1.4.2 The architect should be the team leader. It shall be his responsibility to achieve an integrated design with all elements interfacing. It shall also be his responsibility to effect cost management throughout the design process to keep the project on the budget track.

1.4.3 At the major points of the design process, the team should be involved in the selection, design, related costs, and interface of all major systems and elements to arrive at an integrated and reasonable design.

1.4.4 No one discipline should predominate or dictate situations that would complicate or otherwise make ineffectual the integrated systems or detract from the reasonableness of the design.

1.5 It should be incumbent upon the architect and his consultants to use cost control throughout the design process to endeavor to produce a building at the time of bid that is within the budget.

1.5.1 In the selection of all primary elements and systems not only first cost but operating, maintenance, and replacement costs should be taken into consideration.

1.5.2 Comparative cost studies shall be used in the selection of the primary elements and systems. The study should indicate the best dollar value or reasonableness of the design, element, or systems.

1.5.3 In the selection of architectural elements, mechanical and electrical systems, energy consumption and conservation shall be considered and responded to.

1.5.4 Cost management shall be an ongoing part of the entire design process. The developing building design shall respond and adjust to the cost control limitations.

Part D. IMPLEMENTATION

1. The Guidelines in Parts B and C enumerated above are not fixed standards and may be subject to modifications where fully justified. The Guidelines will be used by the Department of State Planning, the Department of General Services, and the State Board for Community Colleges in evaluating both long-range planning and individual construction projects.

GENERAL PUBLIC JUNIOR OR COMMUNITY COLLEGE
OR REGIONAL COMMUNITY COLLEGE
CONSTRUCTION PROCEDURES
IN THE STATE OF MARYLAND

The State Board for Community Colleges shall prepare a Statewide plan and program for the development of community colleges, furnishing copies to the Department of State Planning and the Maryland Council for Higher Education concurrently for evaluation and comment. Taking cognizance of submitted comments, the State Board for Community Colleges shall adopt the plan and program.

1. Preparation of Capital Requests and Determination of Priorities

1.1 All community college governing boards shall submit to the State Board for Community Colleges before July 1 each year their planned capital improvement projects proposed to be financed the following year and for the succeeding four years on forms adopted by the State Board for Community Colleges. A copy of these forms shall be submitted by the State Board for Community Colleges to the Department of State Planning.

1.2 On or before November 1 of each year, the State Board for Community Colleges shall have assigned project priorities and have prepared proposed legislation to provide for the financing of the proposed capital projects, which information shall be submitted to the Department of State Planning for review and recommendation to the Governor and the pertinent committees of the General Assembly in accordance with official procedure established by the Joint Budget and Audit Committee.

1.3 After enactment of the construction loan act each year, the State Board for Community Colleges shall confirm the priorities for the several projects expected to be funded by the general public junior or regional community college construction loans enacted by the current legislature. This order of established priorities shall be used as a prime determinant in the Statewide disbursal of the construction loan funds for which the priorities were made.

2. Administration of Financial Assistance by the State of Maryland

2.1 Obtaining Conditional Allocation for State Funds

2.1.1 Whenever any county or Baltimore City, or one or more counties and Baltimore City in the case of a regional community college, desires to participate in financial assistance, the board of trustees for the local or regional community or junior college concerned shall by resolution to the county commission(s), county council(s), county executive(s), or the mayor and city council of Baltimore request filing of the necessary petition with the State Board for Community Colleges.

2.1.2 Whenever the county commission(s), county council(s), county executive(s), or mayor and city council of Baltimore approve the request of the board of trustees for the local or regional community or junior college and wish to apply for a grant under the applicable Construction Loan Act, they shall file on the prescribed form a petition with the State Board for Community Colleges to which petition shall be attached the comprehensive information for the proposed project.

2.1.2.1 A comprehensive project plan of the petitioning college shall be submitted to the executive director of the State Board for Community Colleges on forms prescribed by the State Board for Community Colleges.

2.1.2.2 The executive director of the State Board for Community Colleges shall make a preliminary analysis and submit to the Department of State Planning and the Maryland Council for Higher Education a copy of the comprehensive project plan together with his findings of the completeness and accuracy of the proposal and whether it is appropriately programmed and/or planned.

2.1.2.3 The Maryland Council for Higher Education shall provide recommendations which generally relate to an evaluation of the proposal in the light of plans and programs for the orderly growth and overall development of public higher education; an analysis of need, location, and the relationship of the facilities and the educational programs; and an analysis and evaluation of the effects of the proposal on the effectiveness and economical operation of the institution academically, administratively, and fiscally.

2.1.2.4 The Department of State Planning, in evaluating proposals for capital improvement projects which request State funding, will determine that the projects qualify as capital improvements in accordance with Article 78A, Section 2, of the *Annotated Code of Maryland*; review and comment on whether the projects conform to guidelines adopted by the Board of Public Works; and review the projects' relations to federal, State, and local plans and programs, including federal funding programs.

2.1.3 After receiving the comments and recommendations from the Department of State Planning and the Maryland Council for Higher Education, the State Board for Community Colleges shall make a written finding of the fact, which shall include the comments and recommendations of the Department of State Planning and the Maryland Council for Higher Education, to the Board of Public Works through the Department of General Services in the form of a recommendation to the Board, advising which of the requests for financial assistance should be allowed and which should be denied in accordance with recommended priorities.

2.1.4 The Board of Public Works with whom the grant of financial assistance rests shall approve or deny the State's participation in the financing of the project outlined in the petition. The secretary of the Department of General Services shall so inform the State Board for Community Colleges by a letter indicating the State's intent. The Board of Public Works certifies the allocation of State funds to the State Treasurer who makes them available to the county, counties, or city when they are needed for the approved project with a copy of the certification of allocation of funds being sent to the Comptroller of the Treasury.

2.2 Specific Conditions for Compliance

2.2.1 The general location for each proposed community college or addition thereto shall be selected by the board of trustees for the local or regional community or junior college concerned and submitted for the approval of the State Board for Community Colleges and the Board of Public Works through the Department of General Services, which shall seek comments and recommendations from the Department of State Planning. The comments and recommendations are to be attached to and made a part of the document submitted to the Board of Public Works. Selection and purchase of a specific site shall be according to the adopted procedures for community colleges.

Specific Site Selection Procedure:

1. After the Board of Public Works has approved the allocation for the purchase of a campus site of an approximate size and a general location, the board of trustees of a local community college shall study the available sites and have prepared a report which ranks the available sites in order of preference. Technical data should support this ranking, including a site check list.

2. The board of trustees of the college may at its discretion authorize obtaining survey(s), appraisal(s), test borings, and title search(es) on one or all of the available sites as the board of trustees deems appropriate. State participation in such technical studies shall be limited to the study of one site.

3. The college will identify the specific tentative site selected and advise the executive director of the State Board for Community Colleges of its selection. Material supporting the selection of this specific site, including an analysis of alternative sites which were considered, must be submitted at this time to the executive director. The executive director will submit these documents to the State Department of General Services and the Department of State Planning for their confidential review and findings.

4. The board of trustees of the college, when it deems it desirable, or upon written petition from the citizenry, or upon request by the county/city of Baltimore government, may conduct a public hearing. If a public hearing is held, formal minutes shall be taken and copies of these minutes shall be included as part of a formal submission to the State Board for Community Colleges.

5. The approval of a specific site shall be made in accordance with applicable local and State statutes.

6. The executive director of the State Board for Community Colleges will notify the college of the responses of the Department of General Services and the Department of State Planning.

7. The board of trustees of the college will then publicly announce its site selection and authorize negotiations with the owner(s) and the obtaining of option(s) for a particular site purchase, contingent upon the approval of the Board of Public Works.

8. The college will request that the executive director of the State Board for Community Colleges obtain the approval of the State Board for Community Colleges to purchase the specific site; and, subsequently, forward the findings together with the option(s) and two independent appraisals for each parcel to the Board of Public Works through the Department of General Services for its final approval of the specific site.

9. Should it not be possible to obtain option(s) on a specific site or portion(s) of a site, the board of trustees will request the executive director of the State Board for Community Colleges to inform the Board of Public Works that such options were not obtainable but that the board of trustees plans to proceed to acquire the specific site or portion(s) of the site through other means. If condemnation is subsequently necessary, the board of trustees will authorize that action and inform the executive director of the State Board for Community Colleges.

10. The Board of Public Works will not be bound to approve State participation in any judgment rendered by a jury or court in condemnation proceedings.

2.2.2 The architect for the project shall be selected by the board of trustees for the local or regional community or junior colleges and his name shall be submitted through the State Board for Community Colleges to the Department of General Services for approval. The appointed architect shall be under the direct contractual responsibility of the board of trustees for the local or regional community or junior college and not of the State.

2.2.2.1 Since the fees for the architect or engineer are a portion of the cost of the project, the maximum architectural-engineering fee used in the State contribution formula shall not exceed the current Standard State Architect-Engineer Fee Schedule.

2.2.2.2 The State Board for Community Colleges and the Department of General Services shall be furnished an executed copy of the architect or engineer agreement.

2.2.3 The development documents and current cost estimates, using Department of General Services cost estimate worksheet for each proposed project, shall be recommended by the executive director of the State Board for Community Colleges to the Department of General Services and the Department of State Planning for review.

2.2.3.1 Before an application for construction funds will be considered, the review of the development documents by the Departments of State Planning and General Services shall be required.

2.2.4 The construction documents and current cost estimates, using Department of General Services cost estimate worksheet, shall be submitted by the college involved for the approval of the executive director of the State Board for Community Colleges and the Department of General Services before the project is bid.

2.2.4.1 The construction documents and cost estimates are to be reviewed by the Department of General Services for approval as to the conformance with the adopted community college construction guidelines, approved development documents, the building, fire protection, and health code regulations, and the general conditions of the Department of General Services and the State of Maryland.

2.2.5 Bids shall be received and publicly opened at the time of published notice by the board of trustees for the local or regional community college(s). The State Board for Community Colleges and the Department of General Services shall be duly notified of the date, time, and place of bid openings. Contractors' proposals shall include separate information, such as cost of site work, outside utilities and built-in equipment. This information shall be included on the bid tabulation submitted to the Department of General Services.

2.2.5.1 The board of trustees for the local or regional community or junior college shall submit a tabulation of the bids with comments and recommendations through the State Board for Community Colleges to the Department of General Services prior to the award of the contract. The bids shall be reviewed by the Department of General Services and reported to the Board of Public Works with all prior comments and recommendations. The award of contract is subject to the approval of the Board of Public Works.

2.2.6 Upon approval of award of the contract by the Board of Public Works, the Department of General Services shall notify the State Board for Community Colleges which shall then notify the local or regional board of trustees.

2.2.7 The State Board for Community Colleges and the Department of General Services are to be furnished a copy of the contract and a copy of any change order.

2.2.7.1 After award of contract the contractor's itemized breakdown of costs shall be at least as detailed as shown on form for cost breakdown for progress payments, DGS Form 28-A and submitted to the Department of General Services by the State Board for Community Colleges.

2.2.7.2 A change order shall be accompanied by a cost summary showing whether the State of Maryland's portion of the additional cost is within the approved allocation of State funds.

2.2.7.3 A summary of all committed project funds, including change orders within the approved allocation of State funds, shall be submitted to the Board of Public Works prior to final accounting for approval as far as State participation is concerned.

2.2.8 When a project includes or consists of movable equipment, a list of initial capital equipment as defined in the Department of State Planning's *Instructions for the Preparation and Submission of Capital Project Requests*, which is necessary to place the plant in operation and which has a normal life expectancy in excess of the life (15 years) of the bonds financing his construction, shall be submitted to the State Board for Community Colleges for review in conjunction with the Department of State Planning. All reviewed capital equipment contracts shall be approved by the Board of Public Works. Only approved purchase contracts will be considered when calculating local expenditures for compliance with the matching provisions of the Construction Loan Act. Whenever appropriate, provisions will be made for competitive bidding.

2.3 Disbursal of State Funds

2.3.1 Before any State funds are disbursed, the State Board for Community Colleges shall certify to the Comptroller of the Treasury that the local share of the project's cost will be available.

2.3.2 The State Board for Community Colleges shall make arrangements with the Comptroller of the Treasury as to the actual mechanics for obtaining the State funds for these projects.

2.3.3 Any funds allocated and paid to the governing body of a county, counties, or Baltimore City shall be kept in a separate account and from time to time said governing body shall submit reports as prescribed by the State Board for Community Colleges showing payments from such funds for public junior or community college or regional community college construction.

2.3.4 The State Treasurer shall upon warrant of the State Comptroller make payments to the county, counties, or Baltimore City on proper transmittal lists prepared by the State Board for Community Colleges. The transmittal lists shall be forwarded to the State Comptroller for payment.

HIGHLIGHTS OF
STATEWIDE STUDENT FOLLOW-UP STUDY
FIRST-TIME STUDENTS FALL 1971

PRIMARY FUNCTION

Community colleges play a major role in assisting students to plan their career development. Nearly three fourths of the students were employed three and one-half years after their entrance to a community college, and a majority were employed full-time. About four students in ten had transferred to another college.

TRANSFER SUCCESS

Community college students who transferred were successful at their new college. The majority of students who transferred lost less than three credits, earned passing grades, and felt that they received a satisfactory preparation for transfer work.

DEGREE ASPIRATIONS

Only about half of the students intended to get an Associate in Arts degree when they entered the community college. A substantial number of students went to community colleges for career skill development and courses of interest, apart from a degree.

EDUCATIONAL GOAL ACHIEVEMENT

The community colleges have achieved substantial success in helping students achieve their educational goals. Over half of the students reported that they achieved the educational goals that brought them to a community college within three and one-half years after entrance.

STUDENT RATING OF COMMUNITY COLLEGES

Former students gave favorable ratings of their community college education. Nearly three fourths of the students would recommend their program of study to a friend, and 83 percent would recommend their college.

The second student follow-up study was based upon a survey of 17,001 first-time community college students who were enrolled in the Fall semester of 1971. The response rate for the 1971 Study improved substantially from the 1970 Study, from 30 percent to 42 percent. In an attempt to discover if those individuals who did not respond to the questionnaire differed significantly from those who did respond, a nonrespondent sampling technique was utilized.

As an implementation strategy for providing evaluation of certain aspects of Maryland community college education, the Statewide student follow-up study yields vital information for use at both the institutional and system levels. As the State continues to emphasize the Executive Planning Process and the Executive Evaluation Process, assessment and evaluation of Maryland postsecondary education activities will receive increased attention, thereby increasing the importance of State-level coordinated efforts, such as the student follow-up study.

The study was designed to investigate five areas: student academic and demographic characteristics; student goals or primary reasons for attending community college; student employment experiences; student transfer experiences and performances at other postsecondary educational institutions; and student perception of community college environment and services.

RESPONDENT CHARACTERISTICS

- The respondents varied in age from 16 to over 60, with men providing 50.2 percent of the responses. Racially, the respondents were predominately white (88.5 percent) with 9.7 percent black and 1.8 percent other racial groups. These characteristics differ significantly from respondents in the 1970 Study.

- An item on the 1971 Study which was not included in the 1970 Study yielded data showing that 32.2 percent of the 1971 respondents had a high school curriculum other than college preparatory. This finding is of particular significance since 32.8 percent of the 1971 respondents exited from community college in other than a transfer program. A crosstabulation of high school curriculum and community college program indicates that for those students who were in a college preparatory high school program, 26.7 percent exited from community college in a non-transfer program.

- Seventy-four percent of the 1971 respondents went to high school in the same county or city as the location of the community college.

- In 1970, 24.4 percent of the respondents were enrolled in occupational programs while 32.8 percent of the 1971 respondents were occupational program enrollees.

- In the 1970 group, 37.5 percent were reported to have amassed more than enough credit hours for graduation. Similarly, the 1971 group had 29.5 percent with excess credit hours for graduation.

- The distribution of respondents by highest community college degree or award reveals a small decrease in the percentage of respondents from the

1970 Study to the 1971 Study who had received an associate of arts degree (25.4 percent to 22.4 percent). When looking at the crosstabulation of respondents by highest degree or award received and program area, the data show that while 66.9 percent of all associate of arts degrees were in a transfer program for the 1970 group, only 55.5 percent of the associate of arts degrees were in a transfer program for the 1971 group. These data are consistent with the shift in program enrollment from transfer to occupational.

- For the 1971 group, 51 percent of the black students and 31 percent of the white students were classified as occupational; and for the 1970 group 34 percent of the black students and 25 percent of the white students were enrolled in occupational programs. These data also evidence a trend toward larger occupational program enrollments since both black and white student percentages in occupational programs increased from the 1970 to 1971 group.

EDUCATIONAL GOALS

- The distribution of the respondents in the Maryland study in terms of self-reported educational goals upon entry to the community college indicates that 55.0 percent of the respondents stated or implied an educational goal of transfer (A.A.-Transfer and Liberal Arts-Transfer). This is different from the 67.2 percent who were classified as exiting in a transfer curriculum. Two explanations can be offered. First, the diversity of program offerings was not as great in 1971 as currently. Second, although many students did not have transfer as a goal, they were, nevertheless, classified as transfer because they did not specifically state a definite program area.

- Compared to the 1970 respondent group, there was a drop of 9.1 percentage points for those who responded positively in 1971 of having achieved their stated educational objective. The 1971 group indicated that 51.2 percent of the respondents had achieved their stated educational objective.

- The distribution of the 1971 group, as they perceive their future educational activities as related to their stated educational goal upon entry to college, indicates that 40.8 percent are still pursuing their goal, 39.3 percent hope to continue, while 19.9 percent have no plans to continue. Results from the nonrespondent survey show that for the seven colleges completing the survey, six institutions found the distribution of nonrespondents, with respect to the item on achieving objective, to be within the 10 percent tolerance limits of the respondent group distribution. The seventh college was unable to survey a sufficient number of nonrespondents as required by the convergence design.

- A crosstabulation of the 1971 group, for educational goal by interest achievement by education goal pursuit, indicates that of those respondents who stated an educational goal and who had not yet achieved that goal, 82 percent in the transfer goal area (A.A.-Transfer and Liberal Arts-Transfer) are either still pursuing or plan to continue pursuit of the goal at a later date. The percentages for the other goal areas of those still pursuing or planning pursuit at a later date are: A.A. No Immediate Plans, 27 percent; Certificate, Diploma, or Upgrade Skills, 82 percent; Special Training Program, 68 percent; Liberal Arts, courses of interest no further plans, 82 percent.

EMPLOYMENT

- Responses from the employment section of the questionnaire indicate that 73 percent of the respondents were employed. Of those who reported employment, over three fourths were currently employed on a full-time basis. Over four fifths (83.3 percent) of the employed respondents reported employment in Maryland, either in the same locality as the community college or in another Maryland county.

- Comparing initial salary levels and current salary levels as reported by the respondents, the data show that upon leaving the community college 92.6 percent had salaries under $10,000 compared to 66.1 percent currently indicating salaries less than $10,000. These distributions are very similar to those for the 1970 group. Again, as was the case with the 1970 group, the number of students who have transferred to other educational institutions and who are working part-time will tend to inflate these categories. Employed respondents who had transferred to another institution were largely in the lower salary ranges for both initial salary and present salary. Since employed respondents who transferred comprise over 21 percent of the employed respondents, their accumulation in the lower salary ranges has the effect of reducing both the mean and median salaries of the employed respondents.

- One of the increasing concerns for community colleges is their job placement function. When asked to indicate the method utilized in locating their job upon leaving the community college, only 4.0 percent reported the college faculty or the college placement office. After removing those respondents who had held their current job while in college, the percentage of those using either the faculty or the placement office was only 6.0 percent. This low utilization is not uncommon in community colleges and, as such, is receiving increased attention. Recognizing the existence of this condition, the State Board for Community Colleges has applied for and received funding from the Maryland Division of Vocational-Technical Education to address the functions of career development, guidance, counseling, and placement in the community college.

- In 1971, 67.7 percent of the respondents said that their community college program enhanced their understanding of the theoretical skills required for their job; and 63.6 percent indicated the community college program increased their abilities to perform the skills required for their job.

- On the other hand, only 36.5 percent and 35.7 percent, respectively, of the respondents said that the community college program enhanced their opportunities to get a job and that the community college program enhanced their opportunities for salary increases and promotions. Overall, 55.2 percent of the respondents indicated that their community college program and their job was either directly or somewhat related.

TRANSFER

- Although 67 percent of the respondents exited in a transfer curriculum, 38.2 percent actually transferred to another educational institution. Results of the nonrespondent survey show that for each of the seven colleges completing the survey, the distribution of nonrespondents was within the 10 percent acceptance limits of the respondent distribution. Respondents who did transfer selected themselves into a diversity of educational institutions with 28.3 percent attending the University of Maryland and 23.5 percent transferring to a Maryland State college.

- Those respondents who transferred indicated little difficulty in maintaining good academic standing with only 4.3 percent reporting less than a 2.00 cumulative grade-point average. Further, respondents are not indicating large losses of credit hours earned upon transfer; 16.3 percent have indicated credit hour losses greater than the equivalent of two or more courses, i.e., more than six credit hours. A large part of these losses can be attributed to a change in major.

- A crosstabulation of race and type of transfer institution shows that a larger number of the black students who transferred chose a Maryland State college. This is understandable since the Community College of Baltimore has a majority black enrollment and is within commuting distance of three State colleges.

- Community college program of study was reported as being either "directly" related (48.1 percent) or "somewhat" related (35.8 percent) to courses in the transfer institution by over 83 percent of the respondents. Similarly, respondents indicated that their community college prepared them either "extremely well" (32.1 percent) or "satisfactorily" [illegible].4 percent) for further academic work.

COLLEGE ENVIRONMENT

- When asked if they would recommend their community college program of study to a friend, 73.8 percent responded yes. Results of the nonrespondent survey show four of the colleges with nonrespondent distribution within the acceptance limits of the respondent distribution. The other three colleges found their nonrespondents to be higher in the percent who would recommend their program of study than the respondents. More than 83 percent of the respondents indicated they would recommend their community college to a friend.

DESIGNATION OF REGIONAL AND STATEWIDE PROGRAMS FOR MARYLAND COMMUNITY COLLEGES

OVERVIEW

From their inception, Maryland community colleges have developed and implemented instructional programs designated primarily to serve the citizens of the political subdivision where each college is located. Initially, the majority of programs offered were oriented toward the traditional liberal arts and sciences and designed for transfer to four-year institutions. In the early 1960's, Maryland community colleges began to develop increasing numbers of specialized technical programs designed to prepare students for immediate employment. This movement continued so that in the Fall of 1975 over 29,000 students, or 39 percent of Maryland community college total enrollment, were enrolled in programs which do not lead to a bachelor's degree. The number of specialized occupational programs offered has increased so that Maryland community colleges offer an aggregate of over 380 occupational programs.

Many of these technical programs which have been developed are justifiably duplicated by several community colleges because of large student enrollment interest and high manpower employment availability. With the development of an increasing number of highly specialized technical programs, however, the time has arrived when the duplication of certain programs by neighboring colleges, or colleges within a geographical region, may be prohibitively expensive to both the local political subdivision and the State.

The *Statewide Master Plan for Community Colleges 1973-1983* made the following statement about regional programs:

> Regional programs should be designed to meet the manpower requirements of an area greater than that of a single political subdivision. Frequently, these will be specialized high-cost and low-enrollment programs.
>
> Maryland, like other states with locally controlled community colleges in their higher education structure, faces a challenge of reconciling local, regional, and Statewide program requirements. While local programs are now generally well developed and implemented, limited progress has been made in regional and Statewide program planning.
>
> At the present time, there are two factors which inhibit the development of regional programs: the absence of chargeback

> legislation and the lack of State-level authority to identify a program to serve a regional function. Therefore, it is recommended that legislation be enacted authorizing the State Board for Community Colleges to designate programs as being regional in nature.

During the past several years, legislation has been introduced into the General Assembly which would have alleviated this problem by providing a system of tuition chargeback for students enrolling in a community college program which was not available locally. However, this proposed legislation has consistently failed, in large measure because of the inability to accurately forecast the fiscal impact such a measure would have on either the State or the local political subdivision.

In order to deal more precisely with the problem of specialized program duplication by community colleges, the State Board for Community Colleges, with the assistance of the Maryland Community College Program Development Council, has developed a set of criteria which can be applied to any program to determine if it qualifies as a Statewide or regional program. The process of determining which program should be regional or Statewide is important since a high degree of cooperativeness between and among institutions is essential to the success of such inter-institutional arrangement.

The primary burden of identifying and justifying regional programs proposed or in existence rests with the institution offering or proposing the specific program. The institution making the request for designation of a program as regional or Statewide would signify its interest and preliminary justification in a letter of intent to submit a request for the regional or Statewide program. Before submitting a formal proposal for regionalization, the proposing college would seek the agreement of other community colleges in the region envisioned. The State Board for Community Colleges would, in the process of making a decision on special designation of a program, consider the impact of such on the State, the proposing institution, and neighboring institutions.

In addition to the process outlined above, the State Board for Community Colleges may from time to time request that a program proposal developed through the existing process be considered by the proposing college for resubmission as a regional or Statewide proposal.

This process would be applied to both existing programs and new programs to be designated. After approval by the local board of trustees, the requesting institution would petition the State Board for Community Colleges to designate the program as regional. This program, if so designated, would then be eligible for out-of-county student tuition reimbursement by the State, pending the enactment of proposed legislation.

GENERAL CRITERIA

A "region" should generally encompass a reasonable commuting time from student residence to location of the program. For special and unique programs which may encompass a large region or the entire State and where daily commuting would be impossible, the college should make provisions for assisting students to locate housing within the community. The region from which the students are enrolled should generally constitute the region where employment opportunities exist for the students. In special situations, broader manpower requirements may determine regional program designation. Programs which receive regional designation must consider enrollment, on an equal basis, of all students within the region. All credits earned by a student at a sending community college will be accepted by the receiving institution in accordance with the Maryland Council for Higher Education student transfer policies.

It should be constantly kept in mind that the primary factors which will be considered in final regional program designation are programs which can be sustained only by enrollments and placement opportunities emanating from a greater area than one college's service area. Therefore, regional program designation should result in cost savings to the student, local political subdivisions, and the State.

Finally, each college requesting regional program designation must express a willingness to expand the program, based upon manpower and financial considerations, if necessary, to accommodate students within the region served.

WRITTEN JUSTIFICATION FOR A REGIONAL OR STATEWIDE PROGRAM

The following information is to be submitted, in writing, by the community college requesting regional or Statewide program designation to the State Board for Community Colleges:

- Definition of region to be served by regional or Statewide program;
- Projected student enrollment within the identified region;
- Demonstrated student interest in the program;
- Identification of special faculty required for specialized courses;
- Identification of current costs, as well as marginal costs, of serving additional students;
- Identification of clinical placement opportunities for specialized programs;
- Projected employment opportunities within the region;
- Provision of evidence of coordination with and acceptance of regionalization of the program by other community colleges within the region;
- Final judgment of all requests for regional programs will be made by the State Board for Community Colleges;
- Evidence of particular qualifications to offer regional programs.

REPORT
OF THE COMMITTEE TO STUDY FUNDING OF OPERATING COSTS IN COMMUNITY COLLEGES

INTRODUCTION

In the *Statewide Master Plan for Community Colleges in Maryland 1975-1985*, the State Board for Community Colleges indicated its intention to review the current funding formula for community colleges. Executive Director, Alfred C. O'Connell, established in April 1975 an ad hoc Committee to Study Funding Operating Costs for Community Colleges. The Committee was comprised of individuals nominated by the Maryland Association of Community College Trustees, the Maryland Council of Community College Presidents, and the Executive Director of the State Board.

In his opening remarks to the Committee, Dr. O'Connell noted that the concept underlying the current funding formula was introduced in 1961. The original formula was revised periodically with the most recent change occurring in 1971. While the formula has been reasonably effective and appropriate, the statutory dollar limitation for State aid has tended, in recent years, to shift an increasing share of the burden for financial support to the local political subdivisions and the students. Due to pressures created by current economic problems, local governments are now reluctant to increase the level of operating support per student, particularly if the State does not participate in the additional costs. There is also concern over the fact that tuition has increased by 23 percent since 1971. If student costs continue to increase at this rate, financial accessibility to community colleges will be seriously restricted.

FACTORS TO BE CONSIDERED IN ASSESSING FUNDING FORMULAS

Dr. S. V. Martorana, Pennsylvania State University, who served as a consultant to the Committee, identified the following criteria to be considered in evaluating alternative methods of funding community college operations:

- The funding formula should be consistent with the educational and philosophical values of community colleges, such as financial accessibility to students and a commitment to support comprehensive programs and services.
- The funding formula should provide flexibility in operations.
- The formula should be structured so that it can be administered in an objective fashion.

- The formula should not preempt institutional control and determination of educational policy.

- The formula should be based upon some concept of a minimum foundation level.

- The formula should include an equalization factor.

IDENTIFICATION OF SPECIFIC ALTERNATIVE FUNDING FORMULAS

The Committee received copies of a national survey, "Financial Support for Community Colleges," published in 1974 by the Institute of Higher Education, University of Florida. The survey summarized the methods of funding community college operations across the country. After some discussion, the Committee agreed to consider initially each of the approaches to funding included in the following list:

1. Full State funding, exclusive of student tuition and fees;

2. Full local funding, exclusive of student tuition and fees;

3. Assumption by the State of 50 percent of operating costs;

4. Taxing authority for local boards of trustees;

5. Community college funding based upon Maryland public school equalization formula;

6. Revision of the current formula to include an inflationary factor;

7. Funding based upon discipline cost analysis;

8. A flat statutory dollar level of State support per full-time equivalent student, without a specified percent from the State, local governments, or the students, incorporating a factor for inflation;

9. Retention of the current formula.

Following a preliminary review of the possible funding options, the Committee decided not to pursue Items 2 and 4 since they appeared to be unrealistic at the present time. Individual Committee members were assigned responsibilities for presenting an analysis of the seven remaining alternative proposals. The Committee also had the benefit of assistance from the State Board staff members, a representative of the State Department of Education, and a representative of the Baltimore City government.

Based upon the discussions which were generated by the individual reports, the Committee identified five alternatives for further consideration. The alternatives are listed below, along with brief comments prepared by the State Board staff.

1. *The State shall contribute a flat statutory dollar amount per full-time equivalent student. Local governments would contribute a fixed minimum dollar support per full-time equivalent student based upon the level of support in fiscal year 1976--tuition and fees to be set by local boards of trustees.*

   This approach eliminates the percentage contribution aspect of the current formula. It provides for final budgetary approval by local governments. It does not provide for differential funding at the State level for institutions located in political subdivisions which are unable to support their colleges at an appropriate level. It could also result in minimal local contributions as costs increase.

2. *Retention of the present formula with an increase to $800 in State aid per full-time equivalent student.*

   This system does not provide for differential funding to assist the less affluent counties.

3. *State aid based upon the public school percentage support formula.*

   This approach to funding community colleges provides for a redistribution of funds among the various political subdivisions. Counties which are less fortunate in terms of wealth would benefit from this formula.

4. *State aid based upon actual discipline costs.*

   This system would provide State aid on the basis of the relative cost of the various instructional disciplines. It could provide actual discipline cost data for the General Assembly. Comparing actual discipline cost data among the colleges could lead to misunderstandings due to the number of variables involved in determining such costs.

5. *Full State funding with tuition set at 22 percent of the cost per full-time equivalent student.*

   Implementation of this approach to funding would eliminate local contributions. Full State funding could also lead to less effective and meaningful local control of the community colleges.

RECOMMENDATIONS OF THE COMMITTEE

The Committee strongly supported retention of the concept of 50 percent State aid, but also wanted to incorporate into the basic formula some mechanism which would reflect the comparative wealth of the political subdivisions supporting community colleges. The Committee, therefore, voted in favor of 50 percent State aid based upon $1,600 per full-time equivalent student.

Also, in those political subdivisions where State aid for the public schools exceeds 50 percent, the State's percentage share of the $1,600 cost per full-time equivalent student would be increased to that level, while the local and student shares would be decreased proportionately. The shift to a base of $1,600 for purposes of determining State aid provides up to $100 additional for each full-time equivalent student at every community college.

In addition, the State would provide an added measure of support for the less affluent counties. There is precedent for tying the variable factor to the level of State aid for public schools. This approach has been used for some time in determining the State's contribution for funding community college capital projects. Since Chesapeake College and Garrett Community College already receive more State aid than would be provided under the proposed formula, the Committee recognized that these two institutions would have to be treated separately.

The Committee indicated its continued interest in supporting differential funding for occupational courses. This concept should be supported if appropriate legislation is introduced next year.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 11 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES